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CHRONICLE
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News Summary

Articles on inside pages

Texas Tech University (above), once called a campus "seething with rest," is now the scene of bitter conflict over a controversial document on tenure. Story on Page 19.

A large cache of newly discovered papers relating to Herman Melville has shed light on the author of *Moby-Dick*, but has proved less of a treasure trove than scholars hoped it would be. Story on Page 7.

The inventors of the BASIC computer language last week unveiled a new version for microcomputers, called True BASIC. Story on Page 16.

A prestigious panel of scientists has recommended against further fragmentation of the National Institutes of Health. Story on Page 17.

A federal judge ruled that CBS-TV may televise Saturday's football game between Southern California and Notre Dame. Story on Page 23.

Water polo, a sport that has been dominated by universities in California, is making a big splash in the East and Midwest. Story on Page 26.

A controversial survey showing that black workers in South Africa oppose the withdrawal of foreign investments has drawn criticism of its reliability. Story on Page 29.

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'MORE WORK, LESS GLORY'

Presidents Say They're Spending More Time Away from Campuses

By JEAN EVANGELAUF

College and university presidents are spending more and more time away from their campuses raising money and defending their institutions to a skeptical public. They're not happy about that, but they believe their efforts are paying off, according to a *Chronicle* survey.

Most of the presidents in the survey said the financial condition of their institutions would improve over the next five years. The heads of private colleges and universities, however, were more optimistic than their colleagues at public institutions.

The nature of the presidency has changed in recent years, according to 63 per cent of the people surveyed.

"My work has moved toward the outside world," one president said in the "comment" section of the survey form.

"More pressure, more work, less glory" was the way another president described the job.

Said another, "For some of us, it's almost like a new world. New clientele, new programs to meet new needs, new techniques, new competition, new Washington philosophy."

"We are moving at this college from the old-style president in residence almost all the time," wrote one, "to a modern mixture of presidential demands on and off campus."

When describing their responsibilities, many presidents used the word "external":

► "The pressures from external agencies have increased tremendously in the last few years."

► "More demanding publics to serve; tighter, far more cumbersome external controls."

► "Much more external political pressure and intrusion."

► "Must be both an internal and external president to be effective."

More than two-thirds of the presidents surveyed said that during the 1983-84 academic year, fund-raising had demanded

Continued on Page 15, Column 1

U.S. Funds Sought for Older Students and Part-Timers

By DONNA ENGELGAU

WASHINGTON

College representatives say they hope to persuade the 99th Congress to tailor student-aid programs to provide more federal assistance for part-time and nontraditional college students.

Such students are expected to make up the fastest-growing segment of the undergraduate population in the coming decade, but at present they receive little financial help.

"Part-time students are becoming an increasingly important part of the postsecondary student population," said Scott E. Miller, a senior research associate at the American Council on Education. But he and other education experts said that part-time and nontraditional students—a group generally considered to include women 25

Continued on Page 18, Column 1

Reaffirm Drive for Integration, Colleges Urged

Zeal for open access slipping, even disappearing, Healy says

By SCOTT HELLER

DENVER

Colleges must reassert their commitment to full integration of their student bodies and faculties to prevent continuing declines in the enrollment of students from minority groups, academic leaders warned here last week.

"The integration of our colleges and graduate schools is slowing," said the Rev. Timothy S. Healy, president of Georgetown University, at a joint meeting of the American Council on Education and the National Association of State Universities and Land-Grant Colleges.

"All of us acknowledge the ideal of integration, but our zeal for keeping access open and for working at the integration of faculties has slipped," Father Healy said. "In some institutions it has disappeared."

'Renewed Commitment' Called For

Citing studies indicating that the presence of students from minority groups in higher education is diminishing, Father Healy urged college presidents to lead the way in keeping integration a key part of the education agenda.

Father Healy presented his remarks a day after the education council's board passed a special resolution urging "renewed commitment to achieving equity" on the part of colleges and universities.

Several sessions at the meeting here

Continued on Page 15, Column 1

Growth Is Explosive in Corporations' Gifts of Equipment

By PAUL DESRUISSEAUX

Until 1982, gifts of company products accounted for such a small portion of U.S. corporations' charitable contributions to colleges and universities that the Council for Financial Aid to Education didn't keep track of them in any special way.

In the past three years, however, such gifts have become a significant component of corporate charitable contributions, totaling more than $100-million annually and accounting for more than 10 per cent of what companies give to colleges.

"There's been an explosion in gifts of inventory," said Hayden W. Smith, senior vice-president of the Council for Financial Aid to Education. "It just blew up from nowhere."

While computer manufacturers dominate this type of giving, the makers of other products also contribute gifts-in-kind.

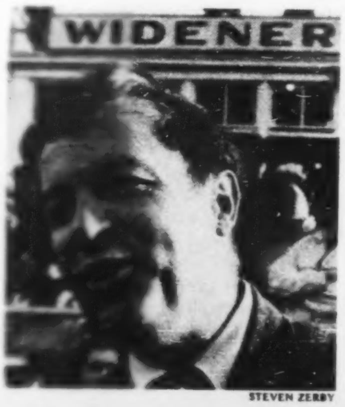
"We make 52,000 different products, and what we give often depends on what an institution requests," said Gene Steele, manager of contribution programs at the Minnesota Mining & Manufacturing Company. Last year—an unusually good one for contributions, according to Mr. Steele—3M gave $13.9-million worth of its products to 430 educational institutions.

Most of the companies that have given substantially of equipment and products in recent years have traditions of charitable contributions.

But the principal reason for the dramatic rise in gifts of products and equipment is a change in the tax code, passed in 1981, that allows companies to take an "enhanced" tax deduction for gifts of new equipment and products to colleges and universities for scientific research or training. Under the formula for taking such a deduction, it

Continued on Page 11, Column 1

Small University, Big Football Team



STEVEN ZERBY

President Robert J. Bruce, right, can be seen at all of Widener University's home football games. His team has had the best record in the National Collegiate Athletic Association over the past decade. But "students come first"—as they should, he says, in N.C.A.A.'s Division III.

For details, see the Athletics section, which begins on Page 23.

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CHRONICLE SURVEY

College Presidents' Views on Trends and Issues on Their Campuses

Recent Trends

	Public institutions				Private institutions				All institutions †
	Doctoral	Comprehensive *	2-year	All	Doctoral	Comprehensive *	Liberal-arts	All †	
Academic condition									
Gaining ground	82%	67%	60%	71%	88%	85%	76%	79%	75%
Little or no change	18%	26%	38%	26%	12%	15%	24%	21%	23%
Losing ground	0%	7%	2%	3%	0%	0%	1%	1%	2%
Financial condition									
Gaining ground	45%	44%	31%	41%	84%	70%	79%	77%	61%
Little or no change	22%	26%	24%	23%	12%	25%	16%	18%	21%
Losing ground	33%	31%	44%	36%	4%	5%	6%	5%	19%
Student services									
Gaining ground	38%	55%	42%	46%	76%	66%	65%	68%	58%
Little or no change	62%	42%	53%	51%	24%	32%	35%	32%	41%
Losing ground	0%	4%	4%	3%	0%	2%	0%	1%	2%

5-Year Forecasts

	Public institutions				Private institutions				All institutions †
	Doctoral	Comprehensive *	2-year	All	Doctoral	Comprehensive *	Liberal-arts	All †	
Academic condition									
Will gain ground	86%	73%	71%	77%	92%	83%	82%	82%	80%
Little or no change	12%	22%	24%	19%	8%	15%	15%	15%	17%
Will lose ground	2%	4%	4%	3%	0%	0%	3%	2%	3%
Financial condition									
Will gain ground	55%	36%	44%	46%	88%	71%	80%	77%	63%
Little or no change	31%	47%	31%	37%	12%	27%	16%	19%	27%
Will lose ground	14%	16%	24%	18%	0%	0%	4%	3%	10%
Student services									
Will gain ground	54%	47%	55%	53%	88%	71%	67%	70%	62%
Little or no change	44%	49%	39%	43%	8%	24%	31%	28%	35%
Will lose ground	2%	4%	7%	4%	4%	2%	2%	2%	3%

Change in Level of Support, 1983-84

Alumni									
Increased	86%	75%	16%	60%	72%	83%	83%	80%	71%
Not changed	14%	24%	67%	34%	24%	15%	12%	17%	25%
Decreased	0%	2%	4%	2%	0	3%	5%	3%	3%
Donors									
Increased	50%	78%	51%	73%	80%	88%	77%	79%	77%
Not changed	10%	20%	38%	22%	16%	13%	21%	19%	20%
Decreased	0%	2%	2%	2%	0%	0%	3%	2%	2%
Federal government									
Increased	20%	13%	9%	14%	28%	13%	5%	11%	12%
Not changed	53%	59%	60%	58%	52%	40%	48%	46%	51%
Decreased	28%	24%	31%	28%	16	45%	44%	40%	34%

Local community									
Increased	55%	54%	42%	50%	50%	60%	55%	54%	53%
Not changed	45%	44%	53%	48%	46%	40%	41%	41%	44%
Decreased	0%	2%	4%	2%	4%	0%	4%	3%	3%
Public at large									
Increased	63%	58%	36%	52%	56%	60%	53%	55%	54%
Not changed	35%	42%	55%	44%	32%	38%	43%	40%	42%
Decreased	2%	0%	9%	4%	4%	3%	2%	2%	3%
State government									
Increased	57%	57%	44%	54%	33%	23%	21%	24%	38%
Not changed	33%	26%	38%	31%	50%	60%	54%	55%	44%
Decreased	10%	17%	18%	15%	8	15%	18%	16%	16%

Critical Areas at Institution

Affirmative action									
Extremely critical	10%	24%	4%	14%	8%	2%	1%	2%	7%
Critical / Not urgent	53%	36%	31%	40%	28%	15%	10%	13%	26%
Important	37%	40%	58%	44%	60%	76%	72%	71%	59%
Financial support									
Extremely critical	53%	44%	38%	46%	12%	27%	36%	30%	37%
Critical / Not urgent	35%	44%	49%	42%	48%	46%	43%	44%	43%
Important	12%	13%	13%	12%	40%	27%	22%	26%	20%
Intercollegiate sports									
Extremely critical	8%	11%	0%	7%	0%	5%	1%	2%	4%
Critical / Not urgent	24%	19%	21%	21%	8%	28%	21%	19%	20%
Important	68%	60%	41%	57%	80%	58%	68%	67%	62%
Maintaining academic quality									
Extremely critical	24%	24%	13%	22%	16%	17%	8%	11%	16%
Critical / Not urgent	57%	51%	49%	51%	36%	37%	34%	34%	42%
Important	20%	26%	38%	27%	48%	46%	58%	55%	42%

Physical-plant facilities									
Extremely critical	22%	15%	36%	24%	4%	20%	15%	14%	18%
Critical / Not urgent	31%	29%	27%	29%	40%	32%	28%	31%	30%
Important	47%	56%	36%	46%	56%	49%	57%	56%	51%
Research support									
Extremely critical	24%	7%	0%	11%	16%	5%	2%	5%	8%
Critical / Not urgent	47%	28%	27%	35%	48%	20%	8%	17%	25%
Important	29%	59%	44%	44%	36%	45%	44%	42%	43%
Student aid									
Extremely critical	16%	11%	4%	11%	24%	32%	35%	34%	23%
Critical / Not urgent	47%	38%	33%	40%	44%	39%	43%	41%	41%
Important	37%	51%	58%	47%	32%	29%	21%	24%	35%
Student recruitment									
Extremely critical	20%	36%	27%	29%	20%	32%	48%	42%	36%
Critical / Not urgent	24%	31%	53%	35%	44%	37%	32%	33%	34%
Important	56%	33%	20%	37%	36%	32%	21%	25%	30%

Demands on President's Attention

Academic affairs									
More demanding	31%	35%	29%	32%	28%	39%	31%	31%	32%
Normal demand	67%	57%	62%	61%	56%	59%	59%	59%	60%
Less demanding	2%	7%	9%	7%	16%	0%	8%	8%	7%
Alumni activities									
More demanding	35%	47%	11%	32%	12%	20%	31%	25%	28%
Normal demand	59%	46%	56%	53%	76%	73%	59%	65%	60%
Less demanding	6%	6%	9%	7%	12%	5%	7%	7%	7%
College-staff relations									
More demanding	18%	27%	47%	29%	16%	42%	35%	33%	31%
Normal demand	77%	67%	51%	66%	76%	51%	58%	59%	63%
Less demanding	6%	4%	2%	4%	8%	5%	5%	5%	5%
Community affairs									
More demanding	33%	51%	53%	47%	33%	37%	36%	35%	41%
Normal demand	59%	44%	42%	47%	67%	56%	51%	54%	51%
Less demanding	8%	4%	4%	5%	0%	5%	10%	8%	7%
Federal relations									
More demanding	12%	9%	7%	10%	20%	20%	11%	17%	13%
Normal demand	59%	56%	69%	61%	56%	40%	54%	49%	55%
Less demanding	26%	31%	22%	26%	24%	35%	25%	27%	26%

Financial affairs									
More demanding	62%	54%	77%	63%	32%	50%	53%	50%	56%
Normal demand	36%	43%	23%	35%	60%	45%	43%	45%	40%
Less demanding	2%	4%	0%	2%	8%	3%	1%	3%	2%
Fund-raising									
More demanding	80%	67%	60%	70%	56%	71%	69%	67%	68%
Normal demand	16%	28%	33%	25%	36%	27%	24%	27%	26%
Less demanding	4%	4%	2%	3%	8%	0%	4%	3%	3%
Intercollegiate sports									
More demanding	53%	33%	5%	32%	28%	12%	18%	18%	25%
Normal demand	37%	55%	39%	44%	52%	59%	54%	53%	49%
Less demanding	10%	7%	18%	11%	12%	17%	18%	18%	15%
State-government relations									
More demanding	71%	49%	71%	64%	16%	28%	21%	22%	41%
Normal demand	29%	40%	27%	32%	64%	50%	48%	51%	42%
Less demanding	0%	9%	2%	4%	16%	18%	20%	18%	12%
Student relations									
More demanding	6%	18%	9%	12%	8%	10%	14%	13%	12%
Normal demand	86%	73%	80%	79%	80%	78%	73%	74%	76%
Less demanding	8%	7%	11%	9%	12%	10%	10%	11%	10%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program

† Includes private 2-year institutions

Note: Survey results are based on a stratified random sample of 338 college and university presidents. Percentages may not add to 100 because of rounding and because the "Don't know / not applicable" responses are omitted

Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

College Presidents Say They're Spending More Time Away from Campuses

Continued from Page 1

more time and effort than ever. "Even more emphasis on fund-raising" was a sentiment echoed by many.

One president noted a "higher premium placed on fund-raising, friend-raising, and high-level management."

The time devoted to fund-raising appeared to be well spent, according to the survey results. About three-quarters of the presidents said that support from donors had risen during the last academic year, and 71 per cent said alumni support had increased.

Nearly two-thirds of the presidents of public institutions said that relations with their state governments had demanded more attention than usual, and 54 per cent of them said that state support had gone up.

One president said he had experienced a "steady increase in role of state leader and persuader with respect to support for education. No longer enough to lobby legislature and governor on a yearly basis."

Another wrote that "for public institutions, more work with the private sector is required."

Too Much Time Off Campus

Many presidents complained that they had spent too much time off the campus—"being accountable" and "justifying our existence," as two of them put it.

Another wrote, " 'Selling' the institution has become the first priority—to legislators, taxpayers, students, alumni, the community."

According to another president, "Increased involvement with external agencies precludes attentiveness to campus concerns."

One major worry, especially at private colleges and universities, is student recruitment. About 42 per cent of the presidents of those institutions called the enrollment issue extremely critical.

The presidents were fairly satisfied about the state of academic affairs. Sixty per cent said academic issues had not required greater than usual attention in 1983-84, and only 16 per cent thought that maintaining academic quality had been an extremely critical issue at their institution. However, eight in ten expected an improvement in academic affairs over the next five years.

Most Pressing Problems Listed

In a survey of 216 presidents of public four-year institutions that was released last week at the annual meeting of the National Association of State Universities and Land-Grant Colleges, the presidents said the state legislature, the governor, the state board of education, the state budget office, and professional and regional accrediting agencies have the most influence on their decision making.

In that survey, which was conducted by Clifton R. Wharton, Jr., chancellor of the State University of New York, the presidents said their most pressing problems were lack of money, obsolete equipment, poorly prepared freshmen, and low faculty salaries.

More than half of the presidents in the *Chronicle* survey said financial affairs had demanded more of their attention in 1983-84. The emphasis on fund-raising and the challenge of "doing more with less" has transformed their jobs, some wrote. "More of a manager; less of a scholar," was the way one president put it.

"The C.E.O. must assume a definitively managerial position in addition to that of creative leadership in academics," wrote one.

Another wrote that the president "must be a better manager of better managers."

Several presidents said they had become more involved in what one termed "the nuts and bolts of the operation." Several mentioned that detailed, long-range planning occupied more of their time.

Many presidents commented that their workloads were heavier than ever. "The volume of demands on my time seem to increase annually," one wrote. Among the other comments:

"We dropped from 5 V.P.'s to 2. My work load is horrendous!"

"The job of C.E.O. is becoming much more difficult, a no-win situation."

"More frustrations—less satisfaction."

"As enrollment decreases, budgetary pressures increase; much more time is required to do backfilling than ever before."

One president wrote that the job "has moved more and more in the direction of 'crisis management' at the expense of long-term management."

Litigation Is a Growing Burden

A number of the presidents said they were spending increasing amounts of time on litigation and faculty and student grievances.

Some of the survey respondents said that an environment of tighter resources and more demanding constituents required an entrepreneurial president—"a clever entrepreneurial business leader," as one president phrased it.

Others believed that the competing demands had made the job more bureaucratic, and felt that there were fewer opportunities for leadership. One described the presidential role as "more a coordinator of shared leadership."

Another noted, "Much more time spent in being 'accountable.' Less time for imaginative leadership. Paperwork can overwhelm one."

Optimism at Private Colleges

Although a majority of the presidents surveyed expect improvements in their institutions' student services, academic program, and finances, the heads of private colleges and universities were generally more optimistic than their public counterparts.

Over a third of the presidents on public campuses reported that their institutions were losing ground financially, and 18 per cent expected a loss over the next five years.

At private institutions, only 5 per cent of the presidents said that financial conditions were worsening, and just 3 per cent anticipated a loss in the future.

The presidents of public two-year colleges were the hardest pressed on financial issues, according to the survey responses. Over three-quarters of them reported that money issues were more demanding than usual, and 44 per cent said their institutions were losing ground financially. Community-college presidents reported the smallest increases in support from alumni, the local community, and the public.

The issue of maintaining academic quality was of greatest concern to presidents of public four-year colleges and universities, with nearly a quarter of them indicating that it was an extremely critical matter last year. A larger percentage of presidents at those institutions than at others said that alumni activities and intercollegiate athletics were more demanding than usual.

Presidents of private liberal-arts colleges reported that student aid and student recruitment were their most serious concerns. Nearly half of them said enrollment had been an extremely critical issue last year, and 35 per cent said that about student aid.

Forty per cent of presidents at private institutions and 28 per cent of those at public institutions reported that federal support had dropped last year.

Private-college presidents were more confident about improving student services, with 70 per cent expecting gains in that area. At public institutions, 53 per cent of the presidents expected gains in student services.

Public Institutions Highly Rated

In the Wharton survey, two-thirds of the presidents rated the performance of public higher education excellent or very good. They said their institutions' strengths were in undergraduate and graduate education, and gave lower marks to their public-service and continuing-education programs.

The *Chronicle* survey results are based on the responses of a stratified random sample of 338 college and university presidents. Their length of service in their current presidencies was as follows: serving first year, 12 per cent; two to five years, 38 per cent; six to ten years, 29 per cent; over ten years, 21 per cent.

The ages of the respondents were as follows: under 45, 15 per cent; 45 to 54, 45 per cent; 55 to 64, 35 per cent; 65 and older, 5 per cent.

The survey was conducted for *The Chronicle* by John Minter Associates, a research company in Boulder, Colo.

Colleges and Universities Urged to Reaffirm their Commitment to Racial Integration

Continued from Page 1

were dominated by discussion of the minority-access issue. Some conferees expressed fear that the problem was being overlooked in the "bandwagon" of interest in improving the quality of higher-education institutions.

Father Healy, in fact, shifted the emphasis in a scheduled talk on the debate between public and private institutions to what he called "one of the major unfinished pieces of business that lies before all of American higher education."

He cited "grim figures" showing that the proportion of blacks enrolled in graduate school has declined over the past five years—from more than 6 per cent to 4.2 per cent—with figures for Hispanics staying stable at roughly 2.5 per cent. For both groups, he said, more than three-fourths of the Ph.D.'s awarded are in education and the social sciences.

The key task, he said, is to increase the number of minority-group members in faculty and leadership roles. "Unless we can place an appropriate percentage of black and Hispanic faculty members on all our faculties and in all our departments," Rev. Healy said, "we will never make higher education a salable product to minority students."

Recruitment of candidates into graduate schools now is crucial to achieving that goal, he added. He proposed that federal agencies, foundations, corporations, and universities work to establish 2,000 new minority fellowships per year, especially in the social sciences, by 1986.

"Here is where our associations and universities should begin involving black and Hispanic political leaders who in some states and in many cities already have the political power to support the effort," he added, suggesting ties with private business officials for support as well.

Mr. Healy was responding to figures released by the council's Office of Minority Concerns in its third annual status report on minorities in higher education.

Although the report did not analyze new statistics, it concluded that the problems of minority enrollment and retention at all levels of education were escalating.

"I don't think it's an exaggeration to say that the problem is catastrophic," said Reginald Wilson, director of the minority-concerns office. "We're going backwards from where we were, and additional barriers are being built as we speak."

Enrollment Rates Decline

In particular, the report said that:

► While the number of blacks and Hispanics graduating from high school increased from 1975 through 1980, the proportion of those graduates enrolling in college declined over the period.

► Black men have lost ground at every level of earned degrees. While the number of blacks receiving B.A.'s and Ph.D.'s has gone up, the increase is attributable almost entirely to the increasing percentage of black women participating in higher education.

GEORGETOWN UNIVERSITY

Georgetown U.'s Timothy Healy wants 2,000 minority fellowships per year set up by 1986.

► About 60 per cent of the doctoral degrees received by blacks in 1980-81 were awarded by 10 per cent of the universities that offer such degrees. Of 399 universities that awarded doctorates in that period, 211 gave none to blacks. Of the same universities, an even larger number, 269, awarded no degrees to Hispanics.

The report concluded: "The prospect of a population that may be 35 per cent minority by 2020, coupled with the alarming statistics . . . makes it clear that we are headed for a crisis the consequences of which can be devastating to the country's continued prosperity and well-being."

Further complicating the prospects for minority-group students was the "national movement to stiffen entrance requirements, especially at large public systems," said Stephen Adolphus, chief of the Bureau of Higher Education Opportunity Programs for the New York State Education Department.

Minorities' Problems Increased

Mr. Adolphus, who organized several special sessions on entrance requirements and minority access, said the tougher standards would exacerbate the difficulties that minorities already face.

"This is part of a concerted effort to raise the consciousness of this conference as far as issues of equity and access go," he said.

In several states, speakers here said, greater emphasis on test scores, class rank, and required courses would inevitably limit minority representation.

In New Jersey, higher Scholastic Aptitude Test scores and better class rank are required for admission to state universities, according to Rupert A. Jemmott, dean of academic affairs at Essex County College.

By 1985, only students in the top three-fifths of their high-school classes will be accepted, Mr. Jemmott said. By 1987, he said, the standard will be raised so that only students in the top half of their classes will be admitted.

Similar efforts may be found in Texas, Ohio, Florida, and California, among other places, administrators reported.

According to Sarah E. Meléndez, associate director of the Office of Minority Concerns at the American Council of Education, many people still see the drive for excellence as meaning "higher test scores and higher ranking in class, and do not look at potential, at people with potential who did not achieve to their fullest because of their school system or their underpreparation."

"I don't think there has to be a clash between excellence and access," Ms. Meléndez added.

Talk of excellence "is rhetoric that has been used as a code word to exclude rather than include," said J. Herman Blake, president of Tougaloo College.

Mr. Blake, a member of the study group that prepared a recent report for the National Institute of Education on conditions of excellence in higher education, stressed that such efforts should not be misinterpreted and misused to deny access to members of minority groups.

"We should open the doors to a greater number of students. We should take them where they are, and bring them where they ought to be," he said.

Colleges to Ask Congress for U.S. Aid for Older Students and Part-Timers

Continued from Page 1

years and older, single parents, and unemployed workers—were largely neglected by existing federal-aid programs.

Most state financial-aid programs also ignore part-time students, although a few states have acted recently to change that.

At Portland State University, for example, the average full-time, needy undergraduate is required to put up $900 toward tuition and other expenses of $5,790 for one academic year. Such a student could then receive a Pell Grant of $1,725; a state grant of $735; a $900 National Direct Student Loan, and $1,530 in College Work-Study money.

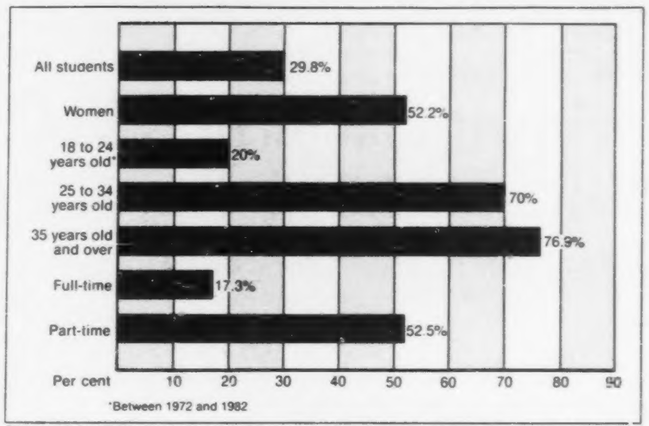
A part-time student at the same institution would need about $4,218 for tuition and expenses, officials estimate. But that student would probably be eligible only for a Pell Grant of $863.

As a result, "many students who are part-time go full-time because it's more feasible," said John E. Anderson, director of financial aid at Portland State.

52 Pct. More Part-Time Students

Nationally, the number of part-time students grew by more than 52 per cent between 1973 and 1983. In the same period, the number of full-time students grew by only 17 per cent, according to the National Center for Education Statistics. Part-timers accounted for 42 per cent of the total student enrollment in the fall of 1983, said Thomas D. Snyder, an N.C.E.S. statistician.

Enrollment of older students has been increasing and is expected to continue to do so at a much faster rate than enrollment of traditional students between 18 and 22 years old, Mr. Snyder said.



CHRONICLE CHART BY STEPHANIE CROYDER SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

While total college enrollment grew 29.8 per cent from 1973 to 1983, increases were much larger among women, part-time students, and older students.

When Congress begins its review of the federal student-aid programs next year in preparation for extending the Higher Education Act, "we're going to be working to get some changes in the laws for more favorable treatment of part-time students," said Charles B. Saunders, Jr., vice-president for governmental relations at the American Council on Education.

"There are inequities," he said, adding that his association would probably submit some recommendations early next year.

Frank B. Mensel, vice-president for federal relations at the American Association of Community and Junior Colleges, said that two-year institutions were trying to attract more nontraditional students to counteract enrollment declines. But many of those potential students cannot afford college because of the limited aid available to them, he said.

'Independence' Is a Problem

Another problem they face is that they are usually considered to be "independent" students, meaning that the government expects them to use a larger portion of their income and other resources for college expenses than it expects from parents of dependent students. Independent students can be required to use as much as 100 per cent of their income and assets for college before qualifying for federal aid, while a family cannot be expected to use more than 20 per cent.

The 1980 amendments to the Higher Education Act contained a provision stating that independent students with dependents—generally single parents—should be required to meet the same income standard as families with dependent children in college, but Congress overrode that provision in its 1981 budget resolution. Lawrence N. Gold, director of the City University of New York's Washington office, said college leaders may urge Congress to enact language to insure that the intent of the 1980 amendments is carried out.

In 1980, Congress sought to help part-time students by allowing colleges to give as much as 10 per cent of their Supplemental Educational Opportunity Grants and College Work-Study funds to persons attending school less than half-time.

In 1981-82, Congress appropriated $361.5-million for the supplemental-grants program. Of that, $80,724, or 0.22 per cent of the available funds, was awarded to students attending less than half-time, according to Mr. Miller of the American Council on Education. Part-time students fared better that year under the College Work-Study program, receiving $331,000, or .05 per cent, of the total appropriation of $624-million.

Legislation signed by President Reagan this month should also help part-time students. It raises the maximum Pell Grant to $2,100, or 60 per cent of college costs, whichever is less. The old maximum was $1,900, or 50 per cent of college costs.

Students who attend college half-time or more and are working toward a degree are now eligible for Pell Grants and aid under federal programs administered by campus student-aid officers. They may obtain a Guaranteed Student Loan even if not working toward a degree.

Students who attend school less than half-time and need financial aid are not eligible for Pell Grants, Guaranteed Student Loans, or National Direct Student Loans. They can receive funds from the Supplemental Educational Opportunity Grant program and College Work-Study.

Traditional Students Get Priority

Another barrier to assisting part-time and nontraditional students is that student-aid officers worry mainly about helping traditional college students, that is, people from 18 to 22. Education experts say aid officers generally believe that they do not have enough money to help part-time and nontraditional students, as well.

Some states are beginning to address the financial needs of part-time students. New York and Vermont, for example, have created programs that provide aid specifically to part-time students. Minnesota recently published a policy paper on aid for part-time students that says they "regularly complete their programs of study, earn degrees, and certificates." The report says part-time students are "serious" students and deserve financial assistance.

Colleges Fear Next Education Chief May Not Be as Effective as Bell in Fighting Cuts

Continued from Preceding Page

former superintendent of schools in the District of Columbia, and an Assistant Secretary for elementary and secondary education under Mr. Bell.

► George C. Roche, III, president of Hillsdale College and chairman of the National Council on Educational Research, the policy-making body of the National Institute of Education.

► Lee L. Verstandig, White House assistant for intergovernmental affairs.

Previously mentioned for the job were William J. Bennett, chairman of the National Endowment for the Humanities; Gary L. Jones, Under Secretary of Education; and John R. Silber, president of Boston University. James Holderman, president of the University of South Carolina, was also mentioned last week, but he said he did not want the job.

Sen. Pete V. Domenici, Republican of New Mexico and chairman of the Senate Budget Committee, sent a letter to Mr. Reagan last week asking him to name Mr. Justiz, 36, as the next Secretary. Mr. Justiz has been criticized for awarding a $7.7-million contract to Harvard University to develop a research center on educational technology after a peer-review panel recommended that the award go to Bank Street College.

Sources said Mr. Bell's successor would probably not be announced until after the 99th Congress convenes in January. Congress must confirm Cabinet appointments. Mr. Jones will be the acting Secretary after Mr. Bell leaves on December 31.

Ultra-Conservatives Attack Jones

A number of education representatives said they wanted Mr. Jones to become the next Secretary largely because he is familiar with the federal student-aid programs and has protected them from budget cuts. But they also acknowledged that while Mr. Jones is politically conservative, he has been under attack from ultra-conservatives, in large part because he does not support a "strict and frugal" education budget.

Mr. Bell has sent the department's budget recommendations for fiscal 1986 to the O.M.B. He said they maintained the "status quo" for education spending.

But Mr. Bell's influence over the 1986 budget is likely to be minimal, observers say, predicting that the O.M.B. will have a free hand in its future direction.

"I think it's going to be an O.M.B. budget," said Richard T. Jerue, vice-president for government relations at the American Association of State Colleges and Universities. He added that Mr. Bell's successor would not have been in place long enough to have an impact in the budgeting process.

Budget projections published by the O.M.B. earlier this year said the Administration would seek to reduce "higher-education aid until it is one-third below its peak level."

The document added, "It is difficult to justify continued liberal aid to middle-income students when the fiscal constraints on the federal budget are so severe."

Before he decided to resign, Mr. Bell said that one of his primary goals during a second Reagan Administration would be to protect the budget from further cuts by the O.M.B. He added that its budget levels should be placed alongside those of the Department of Defense.

The 1986 budget will be submitted to Congress early next year.

Washington Notes

President Signs Money Bill for Education, Health

President Reagan has signed legislation that provides funds for health and education programs in fiscal 1985. The appropriations measure, Public Law 98-619, will provide $5.1-billion for the National Institutes of Health and $17.6-billion for the Education Department, including $3.3-billion for Pell Grants and nearly $3.1-billion for Guaranteed Student Loans for fiscal 1985.

Many higher-education groups had been concerned that the President would "pocket veto" the measure, since the spending levels are higher than he had wanted. Although he agreed to sign the bill, some higher-education representatives said last week they expected the President to ask Congress to rescind the appropriations measure and cut 1985 spending on many health and education programs, including student aid.

A pocket veto occurs if, after Congress adjourns for the year, the President does not sign a bill within 10 working days after receiving it.

2 Patent Bills Gain President's Signature

The President has signed into law two measures involving patent protection.

One, Public Law 98-620, would allow colleges and universities to grant licenses for the development of patented inventions produced with federal support, for the full 17-year life of the patent. The other, Public Law 98-622, would forbid the denial of a patent to applicants who have discussed unpublished information with their colleagues.

Supreme Court Won't Hear 2 Higher-Education Cases

The Supreme Court last week said it would not review a lawsuit involving plans to redevelop an area near the campus of the University of Pennsylvania. The university had sought a reversal of a decision by the U.S. Court of Appeals for the Third Circuit, which held that a federal court had the right to issue a ruling on a complex dispute between local business-owners and the university over proposals to redevelop property surrounding the campus. The case is known as *Trustees of the University of Pennsylvania* v. *Sansom Committee* (Case No. 84-232). The Court also refused to review a case concerning West Virginia Northern Community College, referred to as *Crowder* v. *Orr* (Case No. 84-70). By rejecting it for consideration, the Justices upheld a lower court's ruling that college administrators had infringed on the free-speech rights of a librarian at the college.

The West Virginia Supreme Court of Appeals had ruled that administrators had unfairly dismissed the librarian, E. Jean Orr, because she had been outspoken about plans to remodel a campus library.

In Federal Agencies

Accreditation. The Department of Education has published a list of nationally recognized accrediting agencies recommended by the National Advisory Committee on Accreditations and Institutional Eligibility. The public has until December 14 to comment on the list (*Federal Register*, November 14, Pages 45,046-7).

Budget deferrals. The Office of Management and Budget has published a list of the fiscal 1985 budget deferrals for the U.S. Information Agency requested by President Reagan (*Federal Register*, November 9, Pages 44,870-5).

Data collection. The following federal agencies have submitted lists of the data-collection requests they have sent to the Office of Management and Budget for review: Department of Education (*Federal Register*, November 9, Pages 44,792-3), Department of Health and Human Services (*Federal Register*, November 9, Page 44,807), Department of Education (*Federal Register*, November 15, Pages 45,215-6).

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News Summary

Articles on inside pages

FROM "AN OPEN ELITE?" ENGLAND 1540-1880

England's landed gentry held on to their country estates more stubbornly than scholars previously thought, according to a new study of the British elite. Story on Page 5.

The Heritage Foundation, in a report distributed at a recent Cabinet meeting, has urged drastic reductions in the functions of the Education Department. Story on Page 25.

"Merit pay" is a relatively new phenomenon at community colleges, but more and more of them are considering the idea. Story on Page 27.

The University of Florida has been barred from playing in the Sugar Bowl because of violations of N.C.A.A. rules, and it may lose its first-ever conference championship, as well. Story on Page 33.

The detention of a student leader in South Africa has raised fears that the government plans a major crackdown on dissident organizations. Story on Page 39.

Budget cuts announced by the new government of Canada's Prime Minister Brian Mulroney have resulted in the elimination of three scientific research centers. Story on Page 39.

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Use of Computers for Teaching Gains Ground

$900-million PLATO effort still faces faculty resistance

By JUDITH AXLER TURNER

MINNEAPOLIS

Control Data Corporation—which began selling PLATO, the first sophisticated computerized teaching system, eight years ago—is now trying aggressively to crack the market for which PLATO was originally designed: higher education.

The effort, launched last year, has already begun to pay off. In the third quarter of 1983, the company showed its first profit ever on PLATO. Figures for 1984 will not be available until January.

The first major computerized instruction program, PLATO, was created at the University of Illinois. Story on Page 23.

But it may be a long time before Control Data begins to recoup from higher education some of what company officials say is a $900-million investment in PLATO.

Even at a time when computers seem to be everywhere, especially in education, PLATO still encounters considerable resistance on campuses.

Some of the resistance is attributable to PLATO's high cost (systems, including the computer and the software, started at a million dollars)—a problem Control Data is trying to overcome with a new marketing strategy, which includes a version for microcomputers, a mainframe version that is cheaper than its predecessors, and new software aimed at engineering schools.

But Control Data officials and academic supporters of PLATO say other aspects of the resistance are harder to overcome—

Continued on Page 23, Column 1

Endowment Chief Assails State of the Humanities on College Campuses

NATIONAL ENDOWMENT FOR THE HUMANITIES

William J. Bennett of the humanities agency: "We . . . have given up the great task of transmitting a culture."

He cites 'arid teaching,' 'self-service curriculum'

By MALCOLM G. SCULLY

WASHINGTON

Warning that many college graduates lack "even the most rudimentary knowledge about the history, literature, art, and philosophical foundations of their nation and civilization," William J. Bennett, chairman of the National Endowment for the Humanities, is urging colleges and universities to restore coherence to their undergraduate curricula and revitalize teaching of the humanities.

The text of the National Endowment for the Humanities report on undergraduate education begins on Page 16.

In a 42-page report issued this week, Mr. Bennett places much of the blame for a widespread decline in the study of the humanities on academic administrators and faculty members.

"It is we the educators—not scientists, business people, or the general public—who too often have given up the great task of transmitting a culture to its rightful heirs," he writes.

"Many academic leaders lack the confidence to assert that the curriculum should stand for something more than salesmanship, compromise, or special-interest politics," Mr. Bennett adds. "Too many colleges and universities have no clear sense of their educational mission and no con-

Continued on Page 16, Column 1

Corporate Gifts a Record

U.S. corporations gave a record $1.29-billion to education in 1983, according to the Council for Financial Aid to Education. See Page 22.

145 Sports Proposals

The National Collegiate Athletic Association convention will face 145 proposals to change its rules. Story on Page 33; list on Pages 34-38.

Amherst's Ban on Fraternities: More Easily Said than Done

By THOMAS J. MEYER

AMHERST, MASS.

Saturday night. John M. Blasberg wanders down to the Amherst College parking lot to see how bad things are.

The lot is nearly empty. Things are pretty bad. "It used to be," the Amherst senior says later, "on Saturday night the lot was packed with people coming to Amherst. Now people are going away." Going to find parties elsewhere, he says—at Smith College or Mount Holyoke. Or just going away.

Mr. Blasberg sighs. "Everyone used to say Amherst was a great social school."

•

Homecoming weekend. Every year since Peter J. Weidman graduated, he's partied here with his fraternity brothers at Delta Kappa Epsilon.

PHOTOGRAPH FOR THE CHRONICLE BY GORDON DANIELS

Amherst College has banned fraternities, but their activities continue. Above, the Alpha Chi seal survives on a dormitory.

Someone always orders a few kegs from the same local package store the Dekes have patronized for years. And Mr. Weidman and his buddies put on their tweeds, gather round the bar, and remember the good old days.

This year, it wasn't so easy.

Mr. Weidman, a New York City lawyer, ran into a few snags when he tried to organize the annual bash this month. The first was a call from an Amherst administrator who told him, in no uncertain terms, the party was off.

"To me, not having the frat to go back to is like not having the homecoming game," Mr. Weidman says. "It's like saying, 'Hey, alumni, come on back. We'll welcome you with open arms. By the way, there's no football game this year.' "

Thirty of the fraternity's members—alumni and undergraduates—ignored the college's new policy forbidding fraternity activity, and spent the weekend carousing at the house.

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Wednesday night. The officers of the Psi Upsilon fraternity have planned a meeting off campus. They cancel it, but still have a

Continued on Page 14, Column 1

Corporations Gave a Record $1.29-Billion to Education in 1983, Despite Low Profits

By PAUL DESRUISSEAUX

American corporations gave a record $1.29-billion to education in 1983, even though their profits were at the second-lowest level in five years, according to estimates released by the Council for Financial Aid to Education last week.

Historically, between 70 and 75 per cent of corporate support for education has gone to colleges and universities.

The council noted that while the 1983 amount was a new high, it represented an increase of only about $40-million, or 3.2 per cent, over 1982—the smallest since 1975.

The pretax net income of U. S. corporations in 1983 was $203.2-billion, $37.7-billion more than in the previous year. It was the first time in five years that there had been an increase in corporate profits, which dropped from a high of $252.7-billion in 1979 to $165.5-billion in 1982.

The proportion of pretax net income given to education in 1983 was 0.63 per cent, according to the C.F.A.E.'s estimates. With the exception of 1982, when a record 0.76 per cent of pretax corporate profits were given to education, the 1983 proportion was higher than in any other year since the council began keeping track of such giving in 1950.

"The business community continues to demonstrate a remarkable commitment to education, despite adverse circumstances," said John R. Haire, president of the C.F.A.E. "Over the past four years, corporations have increased their giving to education 46.6 per cent, even though profits dropped 19.6 per cent during that period."

Foundations Play Key Role

The estimates of corporate support of education by the C.F.A.E., a nonprofit organization that promotes voluntary support of higher education, are based primarily on an annual survey of corporate contributions that it conducts jointly with the Conference Board, a business-related research organization.

Because many corporations make contributions through company foundations as well as directly to recipients, they were able to maintain—and in some cases to increase—the level of their giving over the past four years, even though their profits had fallen.

Corporate Gifts to Education, 1968-83

	Corporate contributions to education	1-year change	As percentage of pretax net income	As percentage of all giving by corporations
1968	$ 355,000,000	+12.7%	0.40%	35.3%
1969	375,000,000	+ 5.6%	0.43%	35.5%
1970	320,000,000	−14.7%	0.42%	40.2%
1971	345,000,000	+ 7.8%	0.40%	39.9%
1972	365,000,000	+ 5.8%	0.36%	36.2%
1973	410,000,000	+12.3%	0.33%	34.9%
1974	445,000,000	+ 8.5%	0.33%	37.1%
1975	450,000,000	+ 1.1%	0.34%	37.4%
1976	560,000,000	+24.4%	0.34%	37.7%
1977	665,000,000	+18.8%	0.34%	37.1%
1978	780,000,000	+17.3%	0.34%	37.4%
1979	830,000,000	+12.6%	0.35%	38.5%
1980	960,000,000	+ 9.1%	0.41%	40.7%
1981*	1,045,000,000	+ 8.9%	0.47%	41.6%
1982*	1,250,000,000	+19.6%	0.76%	44.6%
1983	1,290,000,000	+ 3.2%	0.63%	43.0%

* Revised from earlier estimate

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

In more profitable years, company foundations did not pay out as much as they received from their parent corporations and, as a result, were able to build up a "cushion" of funds. They have paid out more than they have received in each of the past four years.

Slightly more than half of the 471 companies that responded to the 1983 survey operate foundations. The 128 company foundations that provided information on their cash flow disbursed $553-million in grants in 1983 but received only $435.7-million from their parent companies. The difference was made up by earnings on foundation assets—including dividends and realized capital gains.

"These foundations are one of the main reasons why corporations were able to make tremendous contributions even during three years of recession," said Anne F. Decker, vice-president for research at the C.F.A.E. "Company foundations have brought a great deal of stability to corporate philanthropy."

The assets of 242 company foundations that reported assets to the C.F.A.E. were $1.7-billion in 1983, up $131-million from 1982.

Corporate giving to all causes in 1983 was estimated to be $3-billion, an increase of $200-million—or 7.1 per cent—over 1982. That total, too, was a new high. Education, which traditionally has received the largest share of overall corporate contributions, got an estimated 43 per cent of the total in 1983, down from 44.6 per cent the previous year.

Corporate support represented 21 per cent of all voluntary support for education in the 1983-84 academic year, the C.F.A.E. said.

Gifts of Products Also Up

In addition to cash and securities, corporate contributions to education include company products and equipment, as well as other goods. Such contributions in 1983 were estimated to be slightly higher than in the preceding year, when they accounted for nearly 11 per cent of corporate support of education.

Among only the 471 corporations responding to the C.F.A.E.-Conference Board survey, education received 39 per cent of their contributions in 1983; health and human services, 28.7 per cent; civic activities, 14.8 per cent; culture and art, 11.4 per cent; and other charitable causes, 6.1 per cent.

As in previous surveys, manufacturing companies gave more of their pretax net income to education than did nonmanufacturing businesses. Manufacturers also gave a greater proportion of their total contributions to education than did nonmanufacturers.

The complete C.F.A.E. report, *Corporate Support of Education 1983*, will be available in early December. Copies are $10 each, prepaid, and may be obtained from C.F.A.E., 680 Fifth Avenue, New York 10019.

Notes on Philanthropy

More than $3.5-million has been committed by the Fred Meyer Charitable Trust in Portland, Ore., to a program aimed at improving library collections in the Northwest.

The trust's "Library and Information Resources for the Northwest" program is seeking to improve access to information through the development of a technologically sophisticated system of resource-sharing among libraries in Alaska, Idaho, Montana, Oregon, and Washington.

As a first step, a 12-member panel was recently appointed to assess information resources in all types of libraries in the region. Noreen S. Alldredge, dean of libraries at Montana State University, is chairman.

•

Grant makers should adopt formal procedures to evaluate the impact on women of programs and projects that they consider supporting, says Bernice R. Sandler, director of the Project on the Status and Education of Women of the Association of American Colleges.

Rarely, if ever, do programs set out to discriminate, Ms. Sandler says. Often, however, administrators are unaware of how particular programs affect women and unintentionally perpetuate sex bias, she says.

As an example, she points to the recent reports on American education. "With one minor exception," she says, "the reports did not deal with problems of equity for girls—despite the fact that schools can play a major role in discouraging girls from achievements in mathematics and the sciences and thus limit their career choices."

According to Ms. Sandler, unless grant-making organizations make a specific effort to assess how programs they are to fund will affect women, many of those programs "will inadvertently continue to serve males better than females."

In a special report published as a supplement to the fall issue of the newsletter of Women and Foundations/Corporate Philanthropy, Ms. Sandler offers a series of questions that can be used by grant makers to evaluate proposed programs to determine their impact on women. The questions can also serve as a check list when designing a program for which outside funds will be sought.

Reprints of the report are available for $1.50 from the Project on the Status and Education of Women, the A.A.C., 1818 R Street, N. W., Washington 20009.

—PAUL DESRUISSEAUX

Advertisement

The Chronicle Data Service

AVAILABLE NOW

Information on Music Programs from the Higher Education Arts Data Service

Extensive information on music programs, collected by the Higher Education Arts Data Service, is available now—in time for budgeting and strategic planning—on floppy disks from the Chronicle Data Service.

The information is based on a survey of music programs at 532 colleges and universities. It can be analyzed on many personal computers, including those that can read MS-DOS or Apple DOS 3.3 formatted disks. Many of the Data Topics for music programs can be analyzed using Lotus 1-2-3 and other popular spreadsheet and database programs. All can be analyzed using Data Analyst, a sophisticated statistical program available directly from the Chronicle Data Service.

These Data Topics for music programs are now available:

Administrative Personnel and Procedures. Includes salary for top administrators, appointment or election method for unit executive and other administrative personnel; distribution of time devoted to teaching, to research and creative activity, to administration, and to service.

Demographic Survey of Doctoral Degree Students. Includes number of doctoral students graduating; number continuing; and number by ethnic group, gender, and program categories.

Departmental Budgets for Expenses and Income. Includes budgets for such matters as computer services; contractual services; employee expenses including benefits; exhibition expenses; travel; library materials; models; promotion and student recruitment; scholarship funds; visiting artists; summer instruction; equipment, and building renovation, repair, construction, and rental. Sources of income include: tuition and fees; general appropriations; endowment; public grants; foundation and corporate support; private gifts; and ticket sales.

Enrollments by Major and Degree Level. Includes data for associate degrees, baccalaureate degrees, master's degrees, and doctoral degrees, by field.

Evaluation of Faculty and Students. Information on evaluation of faculty members includes: collective-bargaining membership; procedure; level of responsibility for faculty evaluation; types of evaluation instruments used for promotion and tenure, for merit increases, for self-improvement; evaluations done by students, colleagues, alumni, by outside professionals, by assessment of student and former student progress. Information on evaluation of students includes: admissions policies; graduation policies for undergraduate students; and graduation policies for master's and doctoral students.

Faculty and Instructional Staff Characteristics. Includes number of music faculty members in each academic rank, by sex; number at highest degree levels; length of service at institution; highest salary; lowest salary; total salary expenditure.

Faculty Teaching Loads. Information on activities and duties, including number of faculty members who teach lecture courses; supervise students; conduct large ensembles; coach small ensembles; teach performance privately or in small groups; prepare students for solo recital; advise students; and perform in faculty ensembles and in solo recital.

Library Facilities and Budget and Physical-Plant Facilities. Information on library facilities includes: location; hours; time allocation of specialized professional librarian; budget for library materials (eight categories of materials appropriate to each unit). Information on physical-plant facilities includes: gross square footage under administrative control of each unit; number of individual rooms used by the unit for identified purposes (15 room categories); estimated market value of buildings and equipment; square footage of rental storage space; and total rent expense.

Performances and Exhibitions. Information on performers from the local campus and outside the campus, including: number of performances by students, faculty members, and guest performers; total performances; number of performances where admission was charged; and number of performances where performers were paid a special fee; estimated total audience for performances; expenditures on performances; income from performances.

Please call or write for additional details:

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News Summary

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Enrollment of minority-group students at 3,100 colleges: Pages 13-24.

Adult learners are not adequately served by American colleges and universities, according to a new report. Story on Page 3.

The Soviet invasion of Afghanistan has forced the Center for Afghanistan Studies in Omaha to be a center for both research and activism on behalf of the Afghan people. Story on Page 5.

The science adviser to President Reagan has called for increased Defense Department support for university scientists and engineers. Story on Page 25.

In 1965, the American Council on Education began its Fellows in Academic Administration program; its alumni now include 90 college presidents. Story on Page 31.

The Supreme Court refused to review a lower-court decision striking down a "comparable worth" salary claim by professors of nursing at the University of Washington. Story on Page 31.

The success of the women's basketball team at the University of Southern California is a sign of a new era in women's athletics. Story on Page 35.

Student protests and boycotts of classes have forced a second university in South Africa to cancel year-end examinations. Story on Page 39.

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How Treasury Dept. Tax Proposal Would Affect Higher Education

	CURRENT LAW	TREASURY PROPOSAL
Charitable Contributions	All contributions are deductible.	Contributions would be deductible only if they exceeded 2 per cent of adjusted gross income. Capital gains deductions for gifts of property would be eliminated.
Fringe Benefits	Tuition benefits paid by companies are exempt. Tuition-remission plans are tax-free if offered to a broad range of employees. Faculty-housing benefits are deductible.	Most tuition benefits would be taxed. Faculty housing is not specifically addressed.
Bonds	States are limited in the amount of tax-exempt bonds they may issue to finance student loans. No restrictions are placed on the volume of tax-free bonds for construction of educational facilities.	Use of tax-exempt bonds to finance student loans and construction of educational facilities would be curtailed.
Research	Companies can receive tax credits for support of university research.	Credits would be preserved but their scope would be limited.

ETS Agrees to Try New Procedure to Reduce a Test's 'Cultural Bias'

By LAWRENCE BIEMILLER

WASHINGTON

The Educational Testing Service has agreed to try to limit the alleged "cultural bias" of one of its tests—an Illinois insurance-licensing examination—by using a novel test-writing procedure that will give priority to questions for which blacks and whites have generally given the same answers in the past.

E.T.S. officials are as yet uncertain whether the new procedure will be applied to examinations other than those for insurance licensing, a spokesman said last week.

But several critics of the testing service predicted that E.T.S. would face pressure to apply similar procedures to its other tests.

The testing service, best known as the producer of the Scholastic Aptitude Test, has been grappling for more than a decade with accusations that its tests are biased against members of minority groups.

The new procedure was developed as part of an out-of-court settlement of a discrimination lawsuit filed against the testing service eight years ago by Golden Rule Insurance Company of Lawrenceville, Ill., and by five individuals who were denied insurance licenses because they had failed the Illinois edition of the Multistate Insurance Licensing examination. Various edi-

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Britain Tells UNESCO It Plans to Join U.S. in Withdrawing

By MALCOLM G. SCULLY

Great Britain has joined the United States in serving notice that it intends to withdraw from the United Nations Educational, Scientific, and Cultural Organization unless major reforms are made by the troubled agency.

Sir Geoffrey Howe, Foreign Minister in the Conservative government of Prime Minister Margaret Thatcher, said Britain's withdrawal would take effect at the end of 1985.

UNESCO already faces the prospect of an

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Tax Plan Called 'Devastating' for Colleges

It could limit tuition benefits, gifts, use of tax-exempt bonds

By STACY E. PALMER

WASHINGTON

Proposals to reform and simplify the federal tax code—unveiled last week by the Treasury Department—could be "devastating" to higher education if they are accepted by President Reagan and Congress, college officials said.

Proposed changes in deductions for charitable contributions and in the tax treatment of gifts of property could substantially reduce donations to colleges and universities, education officials predicted.

The proposals also call for the elimination of tax-exempt bonds now used to finance student loans and construction of educational facilities. They also would levy taxes on the tuition benefits that companies provide their employees.

The plan, entitled "Tax Reform for Fairness, Simplicity and Economic Growth," was submitted to President Reagan last week by Treasury Secretary Donald T. Regan, in response to the President's request for a study of ways to simplify the tax code. But the White House and Mr. Regan stressed that the proposed plan was simply a "trial balloon" and would probably be modified before the President submits his tax-reform proposals to Congress.

Tax issues are becoming more important for colleges—and for their representatives in Washington. Story on Page 25.

"The thing was written on a word processor," said Mr. Regan. "It can be changed. If there are better ideas or if some of the proposals that we have will really hurt one group or another, we want to hear about it."

Many observers say Congress is not likely to approve a package of proposals to simplify and reform the tax code if they do

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'Date Rape': a Serious Campus Problem that Few Talk About

Most student victims know their rapists, studies find; colleges are urged to modify prevention efforts

By THOMAS J. MEYER

When Mary Riley was raped, nobody heard about it. Nobody read it in the papers. There was no trial, no investigation.

Nobody knew but Ms. Riley—and the man who raped her.

Ms. Riley (not her real name) was a freshman at a large Southern university when it happened. She was with a date at his fraternity for a party. It was getting late when Ms. Riley's date said he felt sick. He went upstairs to his room. She followed, to see if she could help. In the room, when the door was closed, the man raped her.

"Even as I say this now it sounds crazy to me, after what he did to me," Ms. Riley recalled. "But I didn't scream. Not because I didn't think to scream. . . . I decided not to scream because I didn't want to embarrass him."

Those who study the phenomenon call it "date rape" or "acquaintance rape." The victims are often not aware that it is rape at all. Experts on the issue say Ms. Riley's experience is hardly an isolated one. Says one: "I'm quite sure there is not a college in the country where this hasn't happened. This is happening every day."

The statistics, psychologists say, are compelling: One survey estimates that more than 20 per cent of college women are the victims of rape or attempted rape.

Recent studies reveal a fact many find more surprising: Most students who are rape victims know their rapists.

According to a survey at one large Midwestern university, of those male students who said they had forced sex on a woman, 100 per cent knew the victim.

"Studies indicate that many, many more rapes are occurring than law-enforcement

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FACT-FILE

Minority Enrollments at More than 3,100 Colleges and Universities

Data were recently compiled from fall 1982 on American Indian, Asian, black, Hispanic, and white students

The following table shows recently compiled data on enrollments of American Indian, Asian, black, Hispanic, and white students, as well as foreign students, for more than 3,100 colleges and universities in fall 1982. The figures are listed as percentages of total enrollment, and the total enrollment is given in the last column.

The full definitions of the racial and ethnic categories are as follows: American Indian or Alaskan native; Asian or Pacific islander; black, non-Hispanic; Hispanic; and white, non-Hispanic. The figures in those five categories include both U.S. citizens and resident aliens. Foreign students include all non-resident aliens, regardless of their racial or ethnic background.

The figures were collected and compiled by the Department of Education's Office for Civil Rights.

Tables that present racial and ethnic enrollment data by students' sex and attendance status, and by type of institution and state, are included in *Fall Enrollment in Colleges and Universities 1982*, a National Center for Education Statistics report. It is available for $5.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402. The stock number is 065-000-00205-1.

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
ALABAMA							
U of Alabama							
Main campus	0.3%	0.8%	9.1%	0.5%	86.9%	2.5%	15,987
Birmingham	0.1	0.8	19.3	0.3	78.2	1.2	13,894
Huntsville	0.2	2.1	4.6	0.9	91.4	0.7	5,959
Alabama A&M U	0.2	0.0	71.1	0.1	7.4	21.2	4,126
Alabama Christian C	0.0	0.1	51.4	0.2	46.5	1.7	1,544
Alabama St U	0.0	0.0	98.6	0.1	0.4	0.8	4,044
Alexander City St JC	0.3	0.2	28.5	0.3	69.5	1.2	1,284
Athens St C	0.3	0.2	7.6	0.5	90.9	0.5	1,002
Auburn U							
Main campus	0.1	0.7	2.4	0.3	95.5	1.1	18,401
Montgomery	0.2	0.8	14.4	0.2	84.4	0.1	5,041
Birmingham Southern C	0.0	0.8	13.7	0.1	84.5	0.9	1,553
Brewer St JC	0.0	0.0	13.0	0.0	87.0	0.0	737
Chattahoochee Valley CC	0.3	0.0	25.1	0.4	73.7	0.4	1,447
Concordia C	0.0	0.0	100.0	0.0	0.0	0.0	181
Enterprise St JC	0.5	0.8	11.7	1.5	85.5	0.0	1,926
Faulkner St JC	0.3	0.9	15.7	0.2	82.7	0.2	1,307
Gadsden St JC	0.5	0.0	13.5	1.3	79.0	5.7	3,572
George Wallace St CC							
Dothan	0.5	0.5	10.4	0.5	88.2	0.1	1,971
Selma	0.0	0.3	32.4	0.0	67.3	0.0	1,429
Huntingdon C	0.0	0.6	8.0	0.3	90.0	1.1	721
International Bible C	0.0	0.0	11.1	1.6	84.9	2.4	126
Jacksonville St U	0.2	0.2	14.5	0.7	82.0	2.3	6,284
Jefferson Davis St JC	0.1	0.0	24.5	0.0	75.1	0.3	935
Jefferson St JC	0.2	0.3	14.4	0.2	84.1	0.9	6,798
John C Calhoun St CC	0.1	0.2	10.4	0.2	88.5	0.6	6,003
Judson C	0.0	0.0	1.3	0.0	96.0	2.7	375
Lawson St CC	0.0	0.0	99.7	0.0	0.2	0.1	1,834
Livingston U	0.0	0.0	38.9	0.0	59.9	1.2	1,458
Lomax-Hannon JC	0.0	0.0	97.9	0.0	0.0	2.1	95
Lurleen Wallace St JC	0.0	0.0	18.2	0.0	81.4	0.4	801
Marion Military Inst	0.0	0.3	6.3	0.3	92.1	0.9	318
Miles C	0.0	0.0	96.6	0.0	0.0	3.4	736
Mobile C	0.1	0.0	14.8	0.2	83.6	1.3	940
U of Montevallo	0.1	0.0	7.6	0.0	90.7	1.6	2,600
U of North Alabama	0.2	0.1	7.7	0.2	91.6	0.1	5,269
Northeast Alabama St JC	0.0	0.0	2.5	0.0	97.3	0.2	936
Northwest Alabama St JC	0.0	0.0	10.6	0.0	89.4	0.0	1,041
Oakwood C	0.0	0.0	83.4	0.0	0.4	16.2	1,418
Patrick Henry St JC	0.0	0.0	24.6	0.1	75.3	0.0	687
S D Bishop St JC	0.0	0.1	78.3	0.0	19.8	1.9	1,619
Samford U	0.2	0.5	4.4	0.4	93.8	0.8	4,161
Selma U	0.0	0.0	100.0	0.0	0.0	0.0	342
Shelton St CC	0.0	0.0	22.2	0.0	77.8	0.0	3,206
Snead St JC	0.2	0.0	1.0	0.0	98.7	0.1	1,154
U of South Alabama	0.4	0.3	9.7	0.5	84.9	4.3	9,411
Southeastern Bible C	0.0	0.0	2.9	0.0	96.5	0.6	173
Southern Union St JC	0.0	0.1	18.0	0.2	81.7	0.0	1,691
Spring Hill C	0.2	0.3	7.4	2.1	89.2	0.9	1,061
Stillman C	0.0	0.0	97.1	0.0	0.2	2.7	523
Talladega C	0.2	0.0	99.4	0.0	0.4	0.0	539
Troy St U							
Main campus	0.4	0.3	17.5	1.1	80.1	0.6	6,921
Dothan-Ft Rucker	0.3	1.0	7.7	1.2	89.7	0.1	1,570
Montgomery	0.4	0.7	28.7	1.1	68.3	0.7	2,118
Tuskegee Inst	0.0	0.0	82.5	1.1	2.5	13.8	3,440
U S Sports Academy	0.0	0.0	16.7	5.6	69.4	8.3	36
Walker C	0.0	0.0	9.1	0.4	90.4	0.0	712
Wallace St CC	0.0	0.2	2.6	0.0	97.2	0.0	2,569
ALASKA							
U of Alaska							
Anchorage	1.5%	0.6%	2.5%	0.7%	92.6%	2.2%	3,470
Anchorage CC	3.4	1.7	4.6	1.8	86.2	2.3	8,268
Fairbanks	6.1	0.9	1.8	0.8	87.0	3.4	4,525
Juneau	6.4	1.1	0.5	0.5	89.6	1.9	1,835
Kenai CC	2.5	0.4	0.4	0.2	92.4	4.1	1,204
Ketchikan CC	10.7	1.1	0.5	1.1	85.0	1.6	552
Kodiak CC	2.1	2.9	0.3	0.6	91.8	2.4	340
Kuskokwim CC	44.7	0.3	0.3	0.3	53.1	1.3	309
Northwest CC	34.3	0.0	0.6	1.8	62.1	1.2	169
Matanuska-Susitna CC	2.7	0.3	0.6	1.0	94.4	1.1	710
Islands CC	23.0	1.1	0.5	1.1	73.9	0.5	379
Tanana Valley CC	5.9	0.8	3.5	1.5	86.3	1.9	1,718
Alaska Bible C	6.8	0.0	2.7	0.0	90.4	0.0	73
Alaska Pacific U	9.0	1.4	3.5	1.7	81.5	3.1	782
Sheldon Jackson C	45.0	1.4	0.0	0.0	51.8	1.8	222
ARIZONA							
Amer Grad Sch of Mgmt	0.0%	0.5%	0.2%	0.8%	71.8%	26.7%	1,037
American Indian Bible Inst	88.2	2.9	1.5	0.0	7.4	0.0	68
U of Arizona	0.8	1.3	1.3	5.3	86.8	4.6	30,669
Arizona C of the Bible	0.7	0.7	1.4	4.3	92.2	0.7	141
ARIZONA—Continued							
Arizona St U	1.0%	1.8%	2.1%	4.1%	87.8%	3.2%	39,287
Arizona Western C	2.8	0.9	4.6	23.3	68.2	0.2	3,899
Central Arizona C	10.1	0.6	3.0	16.0	70.1	0.1	5,606
Cochise C	1.8	3.6	5.7	17.1	68.5	3.2	3,958
C of Ganado	94.4	0.0	0.5	0.5	4.2	0.5	213
Eastern Arizona C	5.5	1.3	3.2	16.9	72.7	0.4	3,867
Grand Canyon C	2.6	0.6	4.6	3.6	87.1	1.5	1,257
Maricopa Co CC System							
Glendale CC	0.7	1.7	2.4	7.7	87.1	0.2	13,415
Maricopa Tech CC	3.2	1.3	10.6	13.5	71.3	0.0	3,466
Mesa CC	1.3	1.5	2.2	7.1	87.4	0.4	14,674
Phoenix C	2.5	2.0	4.7	9.8	80.7	0.4	12,729
Rio Salado C	0.8	0.6	1.6	4.5	92.6	0.0	10,050
Scottsdale CC	2.3	0.7	1.1	1.8	93.9	0.2	7,356
South Mountain CC	1.4	0.6	32.9	42.9	22.3	0.0	1,394
Mohave CC	2.4	0.4	0.1	2.2	94.9	0.1	3,243
Navajo CC	94.7	0.2	0.8	0.3	4.0	0.0	1,311
Northern Arizona U	5.0	0.5	0.9	4.8	86.0	2.8	11,925
Northland Pioneer C	21.5	0.4	0.8	4.6	72.7	0.0	6,377
Pima CC	1.9	1.8	4.0	16.7	73.0	2.5	21,780
Prescott C	2.3	0.0	0.8	1.5	95.5	0.0	133
SW Baptist Bible C	1.9	0.5	1.0	1.4	93.8	1.4	210
Western International U	2.7	3.5	2.7	4.3	65.5	21.3	258
Yavapai C	5.3	0.8	0.6	4.4	89.0	0.0	5,573
ARKANSAS							
U of Arkansas							
Main campus	0.8%	0.7%	5.5%	0.4%	88.5%	4.1%	16,052
Little Rock	0.2	1.6	12.2	0.8	83.4	1.8	9,565
Med Science	0.1	1.3	5.8	0.1	92.4	0.2	1,391
Monticello	0.6	0.2	19.7	0.5	78.8	0.3	1,817
Pine Bluff	0.3	0.1	78.7	0.0	17.0	3.9	2,731
Arkansas Baptist C	0.0	0.0	98.3	0.0	1.7	0.0	174
Arkansas C	0.0	0.0	2.9	0.0	96.9	0.2	550
Arkansas St U							
Main campus	0.8	1.1	8.7	0.6	86.7	2.0	7,791
Beebe	0.7	0.1	5.0	0.1	94.0	0.0	852
Arkansas Tech U	0.5	0.3	4.1	0.3	94.6	0.3	3,267
U of Central Arkansas	0.0	0.0	13.0	0.0	86.4	0.6	5,875
Central Baptist C	0.0	0.0	1.7	0.0	97.5	0.8	239
C of the Ozarks	0.0	0.0	5.8	0.0	79.1	15.1	674
Crowley's Ridge C	0.0	0.0	2.1	0.0	96.8	1.1	95
East Arkansas CC	0.0	0.4	38.6	0.1	60.9	0.0	1,154
Garland County CC	0.6	1.1	6.2	0.4	91.8	0.0	1,809
Harding U	0.2	0.1	0.8	0.2	97.6	1.2	2,972
Henderson St U	0.2	0.2	17.8	0.4	81.0	0.4	2,966
Hendrix C	0.0	0.8	6.1	0.0	92.7	0.3	961
John Brown U	0.1	0.0	1.2	0.7	94.4	3.6	768
Mississippi County CC	0.0	2.5	15.3	0.4	81.9	0.0	1,180
North Arkansas CC	0.0	0.1	0.0	0.1	99.8	0.0	900
Ouachita Baptist U	0.0	0.0	10.6	0.6	87.5	1.4	1,691
Philander Smith C	0.0	0.2	83.7	0.0	1.5	14.5	461
Phillips County CC	1.1	0.1	44.4	0.4	53.9	0.0	1,557
Shorter C	0.0	0.0	81.7	0.0	4.2	14.2	120
Southern Arkansas U							
Main campus	0.1	0.2	23.4	0.2	75.4	0.6	2,095
El Dorado	0.0	1.0	26.6	0.4	72.0	0.0	518
Tech	0.4	1.0	16.5	0.3	81.8	0.0	691
Southern Baptist C	0.0	0.0	7.4	0.5	91.9	0.2	405
Westark CC	1.2	1.8	3.3	0.6	89.5	3.6	3,684
CALIFORNIA							
Allan Hancock C	2.0%	4.2%	5.0%	13.3%	72.7%	2.8%	6,722
American Acad							
of Dramatic Art	0.0	1.3	6.3	4.2	76.2	12.1	239
American Baptist Sem							
of the West	0.0	4.8	21.8	25.2	44.2	4.1	147
American Consv Theatre	0.0	0.0	3.6	3.6	89.2	3.6	83
Antelope Valley C	1.3	2.6	5.8	7.5	82.5	0.2	6,463
Art Center C of Design	0.1	7.9	0.8	2.8	76.3	12.1	1,474
Azusa Pacific C	0.1	2.2	4.2	3.3	80.1	10.1	2,467
Bakersfield C	2.0	3.2	7.8	15.4	71.2	0.5	10,760
Barstow C	2.0	2.9	10.3	14.2	67.3	3.3	1,678
Bethany Bible C	0.8	4.1	1.4	6.8	86.1	0.8	511
Biola C	0.5	4.8	3.0	3.1	85.8	2.7	3,096
Butte C	3.2	1.1	1.0	3.8	90.3	0.7	8,402
Cabrillo C	2.9	3.1	1.1	6.7	84.7	1.4	10,483
U of California							
Berkeley	0.5	18.4	3.8	4.6	66.7	5.9	29,296
Davis	0.5	11.9	2.8	4.4	76.1	4.3	19,321
Hastings C of Law	0.5	9.5	4.8	5.0	80.0	0.2	1,481
Irvine	0.5	18.7	3.6	7.3	65.6	4.3	11,270
Los Angeles	0.4	16.5	5.0	6.5	65.7	5.9	34,568
Riverside	0.6	8.7	5.5	9.4	72.6	3.2	4,787
San Diego	0.5	10.3	3.0	5.2	74.4	6.7	13,102
San Francisco	0.4	15.6	4.6	6.4	70.3	2.7	3,819
Santa Barbara	0.7	6.1	2.0	6.5	81.5	3.3	16,158
Santa Cruz	0.7	7.0	2.6	6.4	82.0	1.4	6,817
California Baptist C	0.6	3.5	7.9	4.2	75.8	8.0	660
Cal C of Arts & Crafts	0.9	9.1	4.1	4.5	68.1	13.3	1,044
California C Podiatric Med	0.0	9.0	1.9	1.7	86.6	0.9	424
California Inst of Arts	0.7	3.6	7.5	4.1	75.3	8.8	856
California Inst of							
Integral Studies	0.0	1.0	1.6	0.5	89.6	7.3	193
California Inst of Tech	0.2	10.5	0.8	2.2	66.2	20.2	1,810
California Lutheran C	0.4	2.7	4.7	3.7	85.1	3.2	2,467
California Maritime Acad	0.6	3.7	1.4	3.1	89.1	2.0	438
Cal Sch of Professional							
Psychology							
Berkeley	0.6	5.5	3.7	4.0	84.0	2.2	325
Fresno	4.3	5.9	4.8	7.4	73.9	3.7	188
Los Angeles	0.0	1.8	3.2	3.2	89.8	2.1	284
San Diego	0.6	1.6	1.9	4.0	87.9	4.0	321
California St U's							
Bakersfield	2.6	3.7	6.0	10.0	75.8	1.9	3,641
Chico	1.1	2.8	1.8	4.1	86.4	3.7	14,289
Dominguez Hills	2.2	10.7	33.9	9.4	40.9	2.8	10,391
Fresno	2.0	5.3	3.4	12.2	69.7	7.4	6,374
Fullerton	2.9	10.2	2.6	8.0	74.5	1.8	24,385
Hayward	1.8	13.1	11.3	6.5	64.4	2.9	12,433
Long Beach	1.5	13.5	7.1	8.4	65.7	3.9	36,397
Los Angeles	1.1	22.4	13.7	24.2	34.0	4.7	22,663
Northridge	1.4	8.5	5.7	8.6	73.2	2.5	28,134
Poly St U							
at San Luis Obispo	1.2	6.1	1.5	4.6	85.5	1.0	15,826
Sacramento	2.0	7.1	4.4	5.4	78.3	2.9	21,671
San Bernardino	1.8	2.4	7.9	13.1	73.8	1.0	5,167
San Diego	1.6	6.4	3.7	7.9	77.7	2.7	33,937
San Francisco	1.7	19.7	8.0	6.3	60.1	4.1	26,245
San Jose	2.8	14.6	5.0	8.0	65.7	3.9	26,274
Sonoma	1.5	3.6	3.0	4.2	84.6	3.1	6,664
Stanislaus	1.2	4.7	3.6	7.8	77.3	5.4	4,574
St Poly U at Pomona	1.0	11.5	4.1	11.5	69.5	2.4	17,146
Cal Western Sch of Law	0.0	2.7	0.8	1.7	93.4	1.4	769
Cerritos C	1.8	4.2	5.8	18.9	53.3	16.1	22,513
CALIFORNIA—Continued							
Cerro Coso CC	2.4%	2.1%	5.5%	3.2%	86.8%	0.0%	3,819
Chabot C	2.1	10.2	7.7	9.6	69.0	1.3	20,488
Chaffey C	2.0	4.1	5.1	15.7	72.3	0.8	12,630
Chapman C	0.1	1.4	1.0	1.2	93.0	3.3	5,585
Christ C Irvine	0.8	1.1	2.2	1.1	89.8	4.9	265
Christian Heritage C	0.9	1.7	1.2	1.7	93.0	1.5	344
Church Divinity Sch							
of the Pacific	0.0	2.9	0.0	1.9	91.3	3.9	103
Citrus C	1.0	4.3	4.4	13.6	74.9	1.8	9,591
Claremont Graduate Sch	0.4	2.1	3.6	3.4	74.0	16.6	1,649
Claremont McKenna C	0.0	8.2	2.9	4.3	78.6	6.0	830
Cleveland Chiropractic C	0.0	6.1	3.3	4.9	85.5	0.2	608
Coast CC District							
Coastline CC	0.9	6.4	0.9	4.0	87.1	0.7	17,244
Golden West C	1.8	8.9	1.2	6.6	79.5	2.1	19,384
Orange Coast C	2.7	7.1	1.3	6.3	79.0	3.7	26,729
Cogswell C	0.0	15.1	7.5	8.1	27.4	41.9	456
Coleman C	0.2	3.8	1.6	5.1	89.3	0.0	851
C of the Canyons	0.3	1.3	1.3	4.7	87.3	5.0	3,496
C of the Center for Early Ed	1.7	1.7	6.8	1.7	88.1	0.0	59
C of the Desert	0.7	1.6	[illegible]	14.1	76.9	0.4	6,612
C of Marin	1.0	3.5	2.9	2.9	87.6	2.0	7,016
C of Notre Dame	0.4	6.7	3.7	3.8	68.1	17.3	1,360
C of Redwoods	4.5	1.1	0.9	2.2	90.6	0.6	8,585
C of Sequoias	2.2	1.6	2.2	15.9	75.2	3.0	7,113
C of Siskiyous	2.2	1.7	3.4	3.3	88.1	1.3	2,414
C of Osteo Med Pacific	1.0	6.6	1.4	1.4	87.8	1.7	288
Columbia C							
Columbia	0.9	0.8	0.8	1.9	95.6	0.0	2,625
Hollywood	0.0	2.5	11.1	8.0	37.1	41.3	361
Compton CC	0.8	2.5	77.2	13.9	2.7	3.0	1,778
Contra Costa CC District							
Contra Costa C	1.0	11.1	30.3	8.8	47.6	1.2	6,260
Diablo Valley C	0.8	4.7	2.5	4.0	87.6	0.5	18,173
Los Medanos C	1.1	3.8	10.7	12.1	72.0	0.4	4,862
Crafton Hills C	2.3	1.5	2.2	9.0	84.6	0.4	3,947
Cuesta C	1.3	3.2	1.1	5.0	88.5	0.9	5,893
Cuyamaca C	2.4	4.4	1.6	7.2	83.0	1.3	2,792
Cypress C	1.8	8.4	2.0	7.7	79.7	0.4	14,839
D-Q U	68.9	1.2	0.8	9.7	19.5	0.0	257
Deep Springs C	0.0	0.0	0.0	0.0	100.0	0.0	24
Dominican C of San Rafael	0.8	2.4	2.6	3.7	78.6	11.8	618
Dominican Sch of							
Philosophy & Theol	1.1	3.2	1.1	8.6	82.8	3.2	93
Don Bosco Tech Inst	1.2	6.8	0.3	53.4	37.7	0.6	324
El Camino C	1.4	10.1	16.5	9.2	61.3	1.4	30,150
Foothill-De Anza CC's							
Foothill C	1.0	9.9	6.3	17.0	64.0	1.7	13,374
De Anza C	0.9	16.0	3.4	9.2	70.2	0.4	24,599
Franciscan Sch of Theol	0.0	3.9	2.0	7.2	77.8	9.2	153
Fresno Pacific C	1.0	1.4	2.6	11.0	81.2	3.0	812
Fuller Theol Sem	0.1	3.9	3.1	2.9	85.6	4.4	2,728
Fullerton C	1.1	7.7	2.3	10.4	78.2	0.3	19,682
Gavilan C	4.1	4.6	1.4	22.5	66.5	1.0	2,493
Glendale CC	1.4	10.7	1.6	17.1	63.0	6.2	11,415
Golden Gate Baptist Sem	0.0	0.0	0.0	0.0	100.0	0.0	571
Golden Gate U	0.3	8.7	5.6	2.2	81.8	1.5	10,950
Graduate Theol Union	0.3	2.4	1.8	2.9	82.3	10.3	379
Grossmont C	1.8	4.0	2.3	6.4	84.6	0.9	15,333
Hartnell C	2.5	9.7	4.2	21.3	60.9	1.3	6,704
Harvey Mudd C	0.0	16.9	0.4	1.8	75.1	5.9	510
Heald Inst Tech							
Concord	0.0	6.3	6.6	12.2	75.0	0.0	320
San Francisco	0.0	1.2	8.6	2.1	73.6	14.5	1,070
Hebrew Union C-Jewish							
Inst Religous Studies	0.0	0.0	0.0	0.0	100.0	0.0	88
Holy Family C	0.0	1.4	1.4	8.2	89.0	0.0	73
Holy Names C	0.6	4.3	13.0	4.3	53.6	24.2	629
Humboldt St U	3.4	1.6	0.4	2.9	90.8	0.9	7,322
Humphreys C	1.1	4.5	1.9	9.8	76.6	6.0	265
Imperial Valley C	1.7	1.8	3.1	59.7	32.7	0.9	4,275
Indian Valley C's	1.4	3.0	1.7	4.7	88.1	1.2	2,716
International C	0.0	0.3	1.4	1.1	96.6	0.6	696
U of Judaism	0.0	0.0	0.0	0.0	93.8	6.3	208
Jesuit Sch of Theol	0.0	1.2	0.6	2.5	80.1	15.5	161
J F Kennedy U	0.2	2.2	4.2	1.9	89.0	2.5	1,652
Lake Tahoe CC	1.4	2.0	0.6	3.8	92.0	0.1	1,465
Lassen C	4.7	1.4	3.5	2.4	85.2	2.7	2,424
U of La Verne	0.2	4.5	13.4	10.7	65.0	6.2	3,988
San Fernando Valley							
C of Law	0.0	2.8	2.0	5.2	88.8	1.2	249
Life Bible C	0.7	3.7	9.0	7.2	75.3	4.1	458
Lincoln U	0.0	2.6	2.3	2.1	25.5	67.5	576
Loma Linda U	0.2	7.8	6.1	5.4	59.9	20.6	5,157
Long Beach City C	0.9	11.9	13.2	7.1	66.6	0.3	23,969
Los Angeles Baptist C	0.0	2.9	2.9	2.3	91.6	0.3	308
L A C of Chiropractic	0.0	3.4	1.1	3.7	88.0	3.8	711
Los Angeles CC's							
L A City C	0.7	18.4	24.7	18.8	37.0	0.5	19,704
L A Harbor C	1.0	14.9	13.6	15.3	55.1	0.1	11,514
L A Mission C	1.0	3.2	8.6	29.2	58.0	0.0	4,229
L A Pierce C	1.0	5.9	3.0	13.3	76.6	0.3	23,154
L A Southwest C	0.2	0.3	92.7	1.3	5.1	0.5	7,035
L A Trade & Tech C	0.8	7.6	39.6	19.4	31.6	1.0	15,773
L A Valley C	1.1	5.8	5.0	12.3	74.9	0.9	21,960
Los Rios CC's							
American River C	1.5	3.8	7.1	4.8	82.3	0.5	23,750
Cosumnes River C	1.6	8.0	15.3	8.7	66.3	0.1	6,608
Sacramento City C	1.3	13.6	16.8	10.8	55.1	2.5	16,002
Loyola Marymount U	0.3	4.5	5.5	11.9	71.4	6.4	6,433
Marymount Palos Verdes C	0.0	6.3	9.1	10.5	50.9	23.2	525
Mendocino C	3.6	0.9	1.1	2.6	91.0	0.7	2,992
Menlo C	0.2	2.5	0.8	3.6	72.2	20.8	644
Mennonite Brethren							
Bible Sem	0.0	0.8	1.6	3.9	60.5	33.3	129
Merced C	1.4	5.3	7.5	13.0	68.5	4.3	6,996
Mills C	0.7	6.7	8.3	3.5	69.8	11.0	911
Mira Costa C	1.0	4.0	8.1	8.4	78.3	0.2	5,989
Modesto JC	1.4	4.0	1.4	9.1	83.0	1.0	11,379
Monterey Inst for							
Foreign Studies	0.2	2.2	2.7	1.9	62.8	30.2	411
Monterey Peninsula C	0.6	9.5	11.8	5.4	72.6	0.0	7,517
Mt Saint Mary's C	1.0	9.6	11.0	18.4	56.7	3.3	1,099
Mt San Antonio C	1.2	5.6	7.6	19.6	65.9	0.1	22,868
Mt San Jacinto C	1.6	1.3	3.8	9.3	83.8	0.1	3,457
Napa Valley C	1.4	2.8	2.3	5.7	87.3	0.5	6,371
National U	0.4	5.8	8.8	5.4	74.4	5.1	6,824
New C of California	1.1	4.7	15.2	8.8	66.3	3.9	617
Northrop U	0.5	6.9	11.1	8.2	19.6	53.8	1,445
Occidental C	0.2	10.0	3.6	6.4	76.0	3.8	1,593
Ohlone C	4.2	9.8	4.0	9.0	71.2	1.7	7,963
Otis Art Inst	0.2	7.8	6.1	9.9	68.4	7.7	627

Continued on Following Page

FACT-FILE—Continued

CALIFORNIA—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
U of the Pacific	0.3%	10.1%	2.8%	4.8%	76.3%	5.7%	5,997
Pacific Christian C	0.7	2.2	5.4	3.1	84.7	3.9	456
Pacific Grad Sch of Psych	0.0	0.0	0.6	0.6	98.2	0.6	166
Pacific Luth Theol Sem	0.0	1.7	1.2	1.2	94.8	1.2	172
Pacific Oaks C	0.0	2.5	7.0	4.5	82.6	3.3	242
Pacific Sch of Religion	0.8	3.4	4.2	1.3	81.0	9.3	237
Pacific Union C	0.2	9.7	3.2	3.3	73.2	10.5	1,592
Palmer C Chiro-West	0.0	3.2	0.6	3.4	92.6	0.2	530
Palomar C	1.8	4.2	2.2	7.9	83.1	0.8	17,092
Palo Verde C	0.6	1.0	10.0	30.6	57.4	0.3	[illegible]
Pasadena City C	0.7	4.8	11.7	10.9	57.1	14.9	[illegible]
Pasadena C of Chiropractic	0.0	2.2	4.4	5.0	86.7	1.7	181
Patten C	0.0	7.0	44.8	7.7	39.2	1.4	143
Pepperdine U	0.8	3.6	5.3	3.5	76.5	10.4	6,499
Peralta CC's							
C of Alameda	1.1	13.4	36.8	7.1	39.9	1.7	6,707
Feather River C	2.1	1.0	1.6	2.5	92.6	0.2	1,085
Laney C	1.0	16.4	44.5	6.1	28.2	3.8	12,734
Merritt C	1.2	9.2	32.9	4.9	50.8	1.0	7,905
Vista C	0.8	8.0	24.1	7.2	58.8	1.1	9,482
Pitzer C	0.1	3.2	7.6	6.1	76.2	6.8	740
Point Loma Nazarene C	1.2	3.3	2.6	4.4	86.3	2.2	1,870
Pomona C	0.0	11.0	2.6	5.0	78.6	2.7	1,390
Porterville C	2.5	3.6	2.6	16.2	74.3	0.8	2,204
Rand Grad Inst Pol Studies	0.0	1.9	1.9	3.8	73.6	18.9	53
U of Redlands	0.9	3.8	5.9	5.0	81.2	3.1	2,634
Rio Hondo C	2.1	4.2	2.7	42.3	40.7	8.0	11,734
Riverside City C	2.1	2.0	11.1	11.4	72.5	1.0	14,721
Saddleback CC	1.6	2.4	1.7	3.7	85.2	5.3	23,432
Saint John's C	0.0	4.4	0.0	31.0	64.5	0.0	203
Saint Joseph's C	0.0	21.8	0.0	21.8	47.5	8.9	101
Saint Mary's C of Calif	0.2	2.5	5.2	5.1	82.4	4.5	2,956
Saint Patrick's Sem	0.0	8.0	1.1	16.1	71.3	3.4	87
San Bernardino Valley C	2.1	4.6	12.9	19.1	60.9	0.4	14,372
U of San Diego	0.4	3.3	1.8	6.2	85.1	3.3	5,003
San Diego CC's							
City C	1.7	7.9	25.5	14.2	45.5	5.2	13,880
Mesa C	2.0	6.8	4.8	6.4	77.9	2.1	20,154
Miramar C	3.0	12.6	5.4	6.2	71.9	0.8	4,272
U of San Francisco	0.3	13.7	5.4	6.0	52.7	21.9	6,251
San Francisco Art Inst	0.5	3.8	2.4	4.3	72.2	16.9	633
San Francisco CC District	0.4	35.9	12.6	9.8	39.9	1.4	28,405
San Francisco C							
of Mortuary Science	0.0	2.1	23.4	2.1	72.3	0.0	47
San Francisco Consv Music	0.0	9.8	1.4	2.8	67.0	19.1	215
San Francisco Theol Sem	0.0	2.6	3.4	0.8	76.3	16.9	965
San Joaquin Delta C	2.0	7.7	5.9	13.9	69.2	1.4	20,257
San Jose Bible C	0.0	0.0	1.6	1.6	96.8	0.0	188
San Jose CC's							
C of San Mateo	0.6	10.0	3.8	8.1	76.6	0.9	15,170
Evergreen Valley C	1.5	13.9	8.3	17.4	57.1	1.7	8,398
San Jose City C	1.7	12.6	4.9	13.6	65.6	1.6	13,379
San Mateo County CC's							
Canada C	0.5	2.3	4.4	4.6	73.0	15.1	7,941
Skyline C	1.1	11.2	7.0	9.8	59.1	11.8	7,719
Santa Ana C	1.5	10.7	4.1	14.3	66.8	2.6	25,625
Santa Barbara City C	1.5	3.1	2.0	10.5	81.6	1.3	10,682
U of Santa Clara	0.8	11.2	1.7	5.8	74.5	5.9	7,231
Santa Monica C	1.1	8.2	9.6	9.0	68.1	4.0	19,963
Santa Rosa JC	5.9	2.7	1.6	4.0	85.2	0.6	20,138
Saybrook Inst	0.0	0.0	1.9	1.3	95.5	1.3	154
Sch of Theol at Claremont	0.4	8.5	5.3	2.0	75.7	8.1	247
Scripps C	0.3	6.6	2.8	4.3	82.6	3.4	580
Shasta C	3.3	0.5	0.7	2.3	91.9	1.4	9,462
Sierra C	1.4	1.3	0.6	3.7	[illegible]	2.1	9,610
Simpson C	0.0	6.2	5.2	2.6	82.0	3.9	306
Solano CC	1.5	10.9	14.7	6.7	66.0	0.2	9,669
U of Southern California	0.3	11.5	6.1	5.8	62.7	13.7	29,411
Southern California C	1.6	2.3	1.1	9.7	81.2	4.1	740
S Cal C of Optometry	0.2	19.3	1.7	4.9	72.8	1.0	405
S Cal Inst of Architecture	0.3	3.8	1.0	6.3	66.6	21.9	398
Southwestern C	0.8	13.9	6.0	30.8	46.0	2.5	12,343
Southwestern U							
School of Law	0.3	2.7	[illegible]	3.9	88.8	0.8	1,539
Stanford U	0.4	5.3	5.0	5.1	69.2	15.1	13,784
Starr King Sch							
for Ministry	0.0	0.0	0.0	0.0	98.1	1.9	52
State Center CC's							
Fresno City C	1.6	4.1	8.4	21.4	62.9	1.6	14,852
Kings River CC	1.3	4.5	0.9	27.9	64.8	0.6	3,302
Sysorex Inst	0.0	0.0	0.0	0.0	0.0	100.0	20
Taft C	2.0	1.7	6.3	4.1	84.4	1.5	886
U S International U	0.3	2.9	3.8	3.4	53.2	36.4	2,208
U of West Los Angeles	0.6	5.4	26.2	5.1	62.1	0.6	705
The Wright Institute	0.6	5.6	9.3	8.7	72.0	3.7	161
Ventura County CC's							
Moorpark C	1.5	3.4	1.3	7.0	96.6	0.1	9,628
Oxnard C	1.3	10.7	7.1	25.4	55.5	0.1	5,676
Ventura C	1.8	4.0	[illegible]	16.4	74.2	1.2	13,100
Victor Valley C	1.7	1.4	8.1	[illegible]	78.2	3.9	4,312
West Coast Christian C	0.7	31.7	5.3	3.9	47.7	10.7	281
West Coast U							
Main campus	0.0	9.0	6.2	4.1	48.4	32.3	886
Orange County	0.0	11.8	3.5	4.1	63.2	17.5	492
West Hills C	1.5	5.0	6.2	17.8	68.7	0.8	1,961
West Los Angeles C	0.6	6.4	46.0	4.8	42.0	0.3	10,338
Westmont C	0.2	1.3	1.2	2.9	93.2	1.3	1,010
West Valley Joint CC's							
Mission C	1.2	23.3	4.3	9.1	60.2	1.8	8,635
West Valley C	1.7	6.1	1.4	5.5	84.1	1.2	15,716
Whittier C	0.7	4.3	4.7	14.6	65.9	9.7	1,541
Woodbury U	0.0	11.8	3.5	5.8	34.1	44.7	1,084
World C West	0.0	0.0	7.0	0.0	89.5	3.5	57
Yeshiva U of Los Angeles	0.0	0.0	0.0	0.0	100.0	0.0	65
Yuba C	2.2	2.1	3.9	8.6	83.0	0.3	8,192

COLORADO							
Adams St C	[illegible]	[illegible]	[illegible]	24.1%	70.9%	1.3%	1,875
Aims CC	1.2	[illegible]	0.5	11.6	84.5	1.3	5,302
Arapahoe CC	0.7	0.6	[illegible]	2.2	92.7	2.7	6,165
Baptist Bible C of Denver	1.3	0.0	0.6	0.0	98.1	0.1	155
U of Colorado							
Boulder	0.6	2.7	1.5	2.9	[illegible]	2.7	22,177
Colorado Springs	[illegible]	1.9	2.7	3.8	91.1	0.0	5,288
Denver	0.6	4.3	3.1	4.4	[illegible]	[illegible]	[illegible]
Health Science Center	[illegible]	2.5	1.7	4.6	[illegible]	[illegible]	[illegible]
Colorado C	0.5	1.6	2.4	3.1	91.2	1.3	1,961
Colorado Mountain C	0.8	2.6	0.0	1.9	94.7	0.0	7,900
Colorado Northwestern CC	0.4	0.2	1.3	1.8	96.0	0.2	1,308
Colorado Sch of Mines	0.2	1.2	0.4	1.9	[illegible]	7.1	2,948
Colorado St U	0.4	1.4	1.2	2.6	91.7	2.7	18,909
CC of Denver							
Auraria	[illegible]	2.3	[illegible]	[illegible]	67.6	6.6	4,603
Front Range	[illegible]	1.4	2.2	6.5	84.7	[illegible]	[illegible]
Red Rocks	1.3	0.7	0.9	4.3	89.3	3.5	5,078
U of Denver	0.4	1.4	1.9	1.9	86.6	7.8	8,230
Denver Conservative							
Baptist Sem	0.0	1.7	2.3	0.8	94.2	1.0	480
Fort Lewis C	6.0	0.5	0.3	3.8	88.5	[illegible]	3,528
Iliff Sch of Theology	0.4	1.4	1.8	0.4	93.8	2.2	276
Intermountain Bible C	0.0	1.8	0.0	1.8	96.5	0.0	57
Lamar CC	2.7	0.0	1.1	5.4	90.7	0.0	367
Loretto Heights C	0.2	1.1	4.3	5.4	84.8	4.1	811
Mesa C	0.2	0.5	0.4	2.5	96.4	0.0	4,602
Metropolitan St C	0.5	2.3	5.8	6.6	82.7	2.2	14,410

COLORADO—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Morgan CC	2.8%	0.4%	0.0%	7.5%	85.8%	3.5%	492
Naropa Inst	0.0	0.0	0.0	0.0	93.7	6.3	127
Nazarene Bible C	0.4	0.2	1.9	2.1	92.4	3.0	473
Northeastern JC	0.2	0.2	1.7	2.9	94.4	0.7	1,537
U of Northern Colorado	0.5	0.8	1.9	4.1	90.6	2.1	9,671
Otero JC	0.5	0.4	2.5	17.8	78.6	0.4	850
Pikes Peak CC	1.3	1.5	8.4	6.9	80.4	1.6	5,925
Pueblo Vocational CC	0.9	0.4	2.6	34.5	61.1	0.5	1,064
Regis C	0.4	0.9	4.4	4.6	88.6	1.0	3,390
Rockmont C	0.3	0.7	3.7	2.0	91.2	2.0	295
Saint Thomas Sem	0.0	0.7	0.0	8.2	91.0	0.0	134
U of Southern Colorado	0.7	1.0	4.9	18.3	67.7	7.4	5,432
Trinidad St JC	2.4	0.7	0.7	60.3	33.0	3.0	1,336
Western Bible C	0.0	0.5	0.5	0.5	97.2	1.4	218
Western St C	0.2	0.2	0.7	2.0	95.9	0.9	2,865
Yeshiva Toras Chaim							
Talmudical Sem	0.0	0.0	0.0	0.0	83.7	16.3	49

CONNECTICUT							
Albertus Magnus C	0.2%	1.6%	6.6%	2.2%	86.8%	2.6%	499
Asnuntuck CC	0.1	1.2	4.0	0.8	93.9	0.0	1,934
Bais Binyomin Academy	0.0	0.0	0.0	0.0	93.8	6.3	48
U of Bridgeport	0.1	0.4	1.3	0.6	88.4	9.2	6,343
Bridgeport Engineering							
Inst	0.0	1.9	3.7	1.7	91.9	0.9	901
Central Conn St U	0.2	1.4	2.4	1.4	93.5	1.0	12,487
Charter Oak C	0.0	0.8	3.2	2.5	93.5	0.0	1,124
U of Connecticut	0.2	1.4	2.9	1.6	92.4	1.5	22,800
Health Center	0.0	2.7	2.5	2.7	92.1	0.0	516
Connecticut C	0.1	0.6	1.9	0.3	94.5	2.6	1,933
Eastern Connecticut St U	1.6	0.6	3.4	1.1	92.7	0.7	3,416
Fairfield U	0.1	0.1	0.9	1.0	97.3	0.6	4,960
Greater Hartford CC	0.6	1.9	30.7	7.8	57.8	1.2	3,068
Greater New Haven Tech C	0.1	1.6	6.9	0.6	90.9	0.0	1,325
U of Hartford	0.7	0.6	2.1	1.2	91.8	3.5	8,564
Hartford C for Women	0.0	0.5	10.0	3.5	81.5	4.5	200
Hartford Graduate Ctr	0.3	1.7	0.6	0.4	94.3	2.7	1,930
Hartford Sem	0.0	1.0	8.2	1.0	86.6	3.1	97
Hartford St Tech C	0.2	6.4	9.6	4.3	79.4	0.2	1,983
Holy Apostles C	0.0	0.0	0.7	0.7	98.0	0.7	152
Housatonic Regional CC	0.2	1.5	12.1	7.1	79.1	0.0	2,657
Manchester CC	0.4	1.2	4.1	1.3	92.6	0.3	6,331
Mattatuck CC	0.1	0.2	4.1	2.3	92.2	1.1	3,597
Middlesex CC	0.3	0.1	3.7	1.9	94.0	0.0	2,986
Mitchell C	0.1	0.8	6.5	1.2	85.2	6.3	910
Mohegan CC	0.8	0.3	2.1	0.8	96.1	0.0	2,388
Mt Sacred Heart C	0.0	7.7	0.0	0.0	92.3	0.0	13
U of New Haven	0.0	1.3	9.7	2.4	82.3	4.3	7,298
Northwestern Conn CC	0.9	0.7	0.1	0.2	98.1	0.0	2,371
Norwalk CC	0.5	1.6	14.8	7.5	74.7	0.9	3,511
Norwalk St Tech C	1.0	3.4	9.6	2.8	82.8	0.2	1,947
Post College	0.2	[illegible]	[illegible]	1.0	92.0	0.1	1,484
Quinebaug Valley CC	1.7	0.3	[illegible]	1.8	95.6	0.0	968
Quinnipiac C	0.1	0.4	1.7	0.7	96.9	0.2	3,631
Sacred Heart U	0.0	0.6	3.8	3.0	91.8	0.9	5,008
Saint Alphonsus C	0.0	0.0	4.0	[illegible]	72.0	0.0	50
Saint Joseph C	0.5	0.3	2.1	2.1	94.6	0.4	1,212
South Central CC	0.3	0.6	25.0	5.8	66.1	2.3	2,318
Southern Conn St U	0.1	0.4	5.2	0.8	92.7	0.8	10,481
Thames Valley							
St Tech C	0.3	0.9	1.5	1.9	95.2	0.1	1,861
Trinity C	0.1	1.1	3.2	1.2	93.4	1.0	1,972
Tunxis CC	0.6	0.1	2.1	1.0	96.1	0.0	3,235
Waterbury St Tech C	0.2	0.7	1.3	0.7	97.2	0.0	1,968
Wesleyan U	0.0	3.9	5.9	2.3	86.5	1.4	3,006
Western Conn St U	2.0	0.9	1.7	1.7	93.1	0.7	5,996
Yale U	0.2	4.3	4.9	2.4	80.7	7.6	10,332

DELAWARE							
U of Delaware	0.1%	0.9%	2.9%	0.6%	92.9%	2.6%	18,615
Delaware St C	0.0	0.3	64.4	0.7	33.3	1.2	2,151
Delaware Tech & CC							
Southern	0.3	0.7	11.0	0.6	87.3	0.1	1,797
Stanton-Wilmington	0.1	1.6	14.2	1.5	81.2	1.3	4,522
Terry	0.6	1.0	11.5	0.7	85.7	0.6	1,229
Goldey Beacom C	0.1	1.1	7.6	0.5	88.9	1.8	2,069
Wesley C	0.2	1.1	14.2	1.2	82.7	0.6	1,194
Wilmington C	0.2	0.9	17.4	2.3	78.3	0.8	877

DISTRICT OF COLUMBIA							
American U	0.3%	2.0%	8.2%	3.0%	72.1%	14.8%	11,219
Beacon College	0.0	0.0	3.6	2.7	91.0	2.7	111
Benjamin Franklin U	0.0	0.0	29.9	0.0	58.1	12.0	408
Catholic U	0.2	3.0	5.2	2.6	81.7	7.5	7,057
Corcoran Sch of Art	0.2	1.2	11.2	1.0	77.7	8.8	502
De Sales Sch of Theol	0.0	0.0	0.0	0.0	100.0	0.0	23
Defense Intelligence C	0.0	0.0	19.1	5.3	71.7	3.9	456
U of the District							
of Columbia	2.1	2.5	79.8	1.3	4.6	9.8	14,105
Dominican							
House Studies	0.0	0.0	0.0	0.0	100.0	0.0	27
Gallaudet C	0.6	0.8	8.0	2.2	[illegible]	14.9	1,292
Georgetown U	0.2	2.1	5.8	3.4	[illegible]	8.1	12,020
George Washington U	0.3	4.2	6.5	2.4	76.9	9.7	19,150
Howard U	0.0	0.6	80.4	0.3	1.6	17.1	11,445
Mt Vernon C	0.2	1.0	8.1	2.3	76.2	12.3	521
Oblate C	0.0	0.0	0.0	0.0	100.0	0.0	40
Southeastern U	0.4	5.5	44.8	1.9	14.3	33.0	1,597
Trinity C	0.0	0.7	13.6	4.3	75.5	5.9	714
Wesley Theol Sem	0.0	0.3	11.1	0.0	84.4	4.2	333

FLORIDA							
Baptist Bible Inst	[illegible]	0.0%	0.5%	0.3%	98.2%	0.3%	397
Barry U	0.3	1.4	6.0	17.4	70.2	4.7	3,019
Bethune Cookman C	0.0	0.1	92.6	0.0	1.3	6.1	1,636
Biscayne C	0.0	0.2	5.1	65.5	25.1	4.1	3,333
Brevard CC	0.4	1.2	5.9	2.1	87.4	3.0	10,689
Broward CC	0.4	1.1	6.4	5.0	85.3	1.8	22,515
U of Central Florida	0.2	1.4	4.2	3.6	87.9	2.7	14,180
Central Florida CC	0.5	0.7	10.0	2.3	85.4	1.1	3,030
Central Florida Bible C	0.0	0.0	1.5	0.8	97.7	0.0	130
Chipola JC	0.4	0.4	16.2	0.8	82.2	0.0	1,238
Clearwater Christian C	0.0	0.0	1.8	1.3	93.3	3.6	223
C of Boca Raton	0.0	0.0	1.0	3.3	79.1	16.5	479
Daytona Beach CC	0.0	0.7	7.6	1.6	88.5	1.6	7,793
Eckerd C	0.1	0.2	3.8	2.6	83.6	9.7	1,051
Edison CC	0.2	0.5	3.2	2.6	92.8	0.7	5,647
Edward Waters C	0.2	0.3	93.5	0.0	0.6	5.4	859
Embry-Riddle							
Aeronautical U	0.3	[illegible]	4.8	4.4	82.5	6.9	8,076
Flagler C	0.1	0.1	2.0	1.1	95.6	1.0	981
U of Florida	0.1	1.5	5.1	4.6	84.4	4.4	34,252
Florida A&M U	0.0	0.6	[illegible]	0.8	9.8	5.0	4,825
Florida Atlantic U	0.0	1.2	4.7	4.4	86.4	3.2	9,089
Florida C	0.5	0.7	2.8	0.9	94.9	0.2	428
Florida Inst of Tech	0.1	0.3	1.8	1.6	83.7	12.3	6,963
Florida International U	0.1	1.8	7.3	[illegible]	51.0	6.6	13,620
Florida JC							
at Jacksonville	0.2	1.3	16.1	1.4	80.8	0.2	15,661
Florida Keys CC	0.4	1.0	3.5	5.4	89.2	0.4	1,585
Florida Memorial C	0.0	0.0	66.5	29.5	1.6	2.4	931
Florida Southern C	0.2	0.2	2.7	0.9	93.2	2.9	3,318
Florida St U	0.1	0.4	7.4	1.9	87.9	2.2	22,022
Ft Lauderdale C	0.0	3.2	12.1	29.4	39.0	16.2	931

FLORIDA—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Gulf Coast CC	0.2%	1.2%	7.7%	0.7%	89.9%	0.4%	3,913
Hillsborough CC	0.3	1.6	8.2	10.6	78.0	1.3	11,812
Indian River CC	0.3	0.7	6.9	0.9	88.8	2.5	5,894
Jacksonville U	0.3	1.4	5.7	4.8	83.8	4.1	2,419
Jones C Jacksonville	0.5	1.8	35.3	2.1	[illegible]	2.6	1,605
Orlando C	0.1	0.2	16.3	4.5	73.7	5.3	1,123
Lake City CC	0.6	0.3	18.1	1.3	77.4	2.3	2,874
Lake-Sumter CC	0.3	0.5	12.7	1.0	85.4	0.2	2,076
Manatee JC	0.1	0.5	4.3	0.8	92.9	1.4	6,604
U of Miami	0.1	1.5	4.6	18.8	63.2	11.9	14,656
Miami Christian C	0.0	0.0	11.5	10.6	75.4	2.5	321
Miami-Dade CC	0.2	1.1	12.5	48.1	32.0	6.1	37,246
U of North Florida	0.2	0.6	9.1	1.1	87.6	1.4	5,444
North Florida JC	0.6	0.1	18.3	0.1	80.9	0.0	821
Nova U	0.2	0.9	10.5	7.5	77.8	3.2	5,567
Okaloosa-Walton JC	0.5	1.2	5.7	1.4	91.1	0.1	3,638
Palm Beach Atlantic C	0.0	1.2	6.4	1.8	89.3	1.2	656
Palm Beach JC	0.1	0.8	5.8	3.8	87.7	1.9	11,954
Pasco-Hernando CC	0.3	0.6	4.2	1.8	93.0	0.0	3,018
Pensacola JC	0.8	1.8	10.4	0.8	85.9	0.3	8,659
Polk CC	0.2	0.7	11.0	1.6	85.8	0.7	5,256
Ringling Sch of Art	0.2	0.7	1.5	2.0	92.2	3.5	459
Rollins C	0.4	0.5	4.8	2.4	89.0	2.8	3,415
Saint John Vianney C Sem	0.0	0.0	0.0	35.7	58.9	5.4	56
Saint Johns River CC	0.1	0.8	6.3	1.1	91.5	0.2	1,654
Saint Leo C	0.0	0.8	23.1	4.0	70.1	2.0	4,677
Saint Petersburg JC	0.4	0.9	4.5	1.5	91.7	1.0	16,358
Santa Fe CC	0.1	1.2	9.4	4.0	79.6	5.6	7,354
U of Sarasota	0.0	1.8	23.6	1.2	67.3	6.1	165
Seminary of Saint							
Vincent de Paul	0.0	0.0	1.9	47.6	47.6	2.9	[illegible]
Seminole CC	0.6	1.3	6.1	3.4	87.3	1.4	5,172
Southeastern C of the							
Assemblies of God	0.6	0.4	1.9	2.9	92.7	1.4	1,123
SE C of Osteopathic Med	0.0	2.0	2.0	2.0	94.0	0.0	100
U of South Florida	0.1	0.7	3.6	4.4	89.5	1.7	25,743
South Florida JC	0.4	0.4	7.9	2.0	89.3	0.0	992
Spurgeon Baptist Bible C	0.0	0.0	0.0	2.2	97.8	0.0	46
Stetson U	0.1	0.3	2.1	1.6	94.1	1.8	2,898
Tallahassee CC	0.3	0.9	14.2	2.6	81.3	0.7	4,871
Talmudic C of Fla	0.0	0.0	0.0	0.0	100.0	0.0	32
U of Tampa	0.2	0.5	4.2	3.5	82.6	8.9	2,002
Tampa C	0.1	0.8	12.0	2.3	74.8	10.0	1,796
Valencia CC	0.4	1.4	7.7	4.2	84.2	2.1	10,646
Warner Southern C	1.0	0.3	3.9	1.0	90.1	3.6	304
Webber C	0.0	0.3	6.4	3.4	81.8	8.1	297
U of West Florida	0.4	1.4	5.5	1.2	89.8	1.7	5,294

GEORGIA							
Abraham Baldwin							
Agricultural C	0.0%	0.2%	9.1%	0.4%	86.5%	3.8%	[illegible]
Agnes Scott C	0.6	1.1	4.5	1.7	90.4	1.7	533
Albany JC	0.3	0.4	21.4	0.4	77.3	0.2	1,884
Albany St C	0.1	0.1	84.1	0.2	15.5	0.0	1,896
Andrew C	0.0	0.0	22.8	0.0	61.0	16.2	290
Armstrong St C	0.1	0.9	15.8	0.3	82.6	0.3	2,992
Atlanta Christian C	0.0	2.2	9.4	0.0	88.4	0.0	181
Atlanta C of Art	0.4	0.7	12.5	0.4	82.7	3.3	271
Atlanta JC	0.1	0.5	90.4	0.2	2.4	6.4	1,585
Atlanta U	0.0	7.5	91.3	0.8	0.4	0.0	1,080
Augusta C	0.2	1.4	13.9	1.2	83.2	0.1	4,140
Bainbridge JC	0.2	0.3	21.4	0.0	78.2	0.0	650
Berry C	0.0	0.1	2.9	0.7	94.3	2.1	1,499
Brenau C	0.2	0.1	6.0	0.1	92.5	1.1	1,555
Brewton-Parker C	0.0	0.3	18.3	0.0	80.2	1.2	1,080
Brunswick JC	0.2	0.3	18.4	0.3	80.8	0.0	1,238
Clark C	0.0	0.1	96.4	0.4	0.0	3.1	1,966
Clayton JC	0.5	0.8	6.4	0.8	91.3	0.2	3,675
Columbia Theol Sem	0.7	1.6	5.6	0.7	88.3	3.2	444
Columbus C	0.3	1.3	17.9	1.3	76.2	3.1	4,245
Covenant C	0.2	1.5	2.1	0.4	93.8	1.9	520
Dalton JC	0.1	0.1	2.7	0.1	97.1	0.0	1,735
Dekalb CC	0.5	1.2	18.8	1.1	75.7	2.8	16,831
Emanuel County JC	0.3	0.0	13.4	0.0	86.4	0.0	397
Emmanuel C	0.0	0.0	7.0	0.0	92.7	0.3	342
Emmanuel Sch							
of Ministries	0.0	0.0	4.8	0.0	95.2	0.0	42
Emory U	0.1	1.2	4.8	1.4	89.1	3.5	8,228
Floyd JC	0.3	0.3	8.5	0.3	90.4	0.2	1,525
Fort Valley St C	0.1	0.3	86.7	0.3	9.2	3.4	[illegible]
Gainesville JC	0.1	0.9	4.7	0.3	92.5	1.5	[illegible]
U of Georgia	0.2	0.7	5.0	0.8	90.2	3.0	25,886
Georgia C	0.1	0.2	16.1	0.5	82.8	0.4	3,467
Georgia Inst of Tech							
Main campus	0.1	2.4	6.1	1.9	82.4	7.1	[illegible]
Georgia Military C	0.2	1.2	33.6	4.1	60.6	0.3	1,502
Georgia Southern C	0.1	0.2	9.1	0.5	88.8	1.3	6,326
Georgia Southwestern C	0.3	0.3	19.2	0.2	79.4	0.7	2,326
Georgia St U	0.1	1.1	16.2	1.3	79.2	2.2	21,254
Gordon JC	0.1	0.7	9.0	0.2	90.1	0.0	[illegible]
Interdenominational							
Theological Ctr	0.0	0.7	92.6	0.0	2.7	4.0	[illegible]
Kennesaw C	0.1	0.7	2.1	0.7	95.4	1.0	[illegible]
La Grange C	0.1	0.1	10.7	0.6	85.1	3.3	[illegible]
Life Chiropractic C	0.5	0.7	1.9	1.2	92.9	2.8	[illegible]
Macon JC	0.2	0.3	16.9	0.5	82.0	0.0	[illegible]
Medical C of Georgia	0.1	1.4	7.1	1.1	90.1	0.3	[illegible]
Mercer U							
Main campus	0.1	0.3	13.5	1.1	84.3	0.7	[illegible]
Atlanta	0.4	0.3	11.1	1.0	76.0	11.2	[illegible]
S Sch of Pharmacy	0.3	1.5	13.6	3.4	67.2	13.9	323
Middle Georgia C	0.1	0.4	11.9	0.6	85.0	1.9	1,390
Morehouse C	0.0	0.0	97.4	0.0	0.1	2.5	1,933
Morehouse Sch of Med	1.6	3.1	79.7	0.0	15.6	0.0	64
Morris Brown C	0.0	0.0	97.0	0.0	0.0	3.0	[illegible]
North Georgia C	0.2	0.2	3.6	0.4	95.4	0.3	1,984
Oglethorpe U	0.1	0.1	2.5	0.0	90.6	6.7	1,160
Paine C	0.0	0.5	98.7	0.0	0.9	0.0	817
Piedmont C	0.0	0.8	9.1	0.8	87.0	2.3	386
Reinhardt C	0.0	0.0	1.2	0.0	97.4	1.4	497
Savannah C of Art & Design	0.0	0.0	7.5	0.0	92.3	0.2	452
Savannah St C	0.0	0.0	69.7	0.0	27.1	3.2	2,115
Shorter C	0.0	0.1	6.1	0.1	92.0	1.7	775
South Georgia C	0.1	1.1	18.8	0.2	75.5	4.4	1,223
Southern Tech Inst	0.0	0.3	8.0	0.5	88.8	2.5	3,242
Spelman C	0.0	0.0	96.9	0.0	0.0	3.1	1,458
Thomas County CC	0.7	0.2	27.0	0.2	70.6	1.2	415
Tift C	0.0	0.0	18.2	0.0	81.8	0.0	609
Toccoa Falls C	0.0	0.9	0.3	1.1	95.8	1.8	649
Truett McConnell C	0.0	0.0	11.6	0.0	88.4	0.0	852
Valdosta St C	0.0	0.3	13.3	0.4	85.5	0.5	5,525
Waycross JC	0.4	0.2	11.0	0.0	87.9	0.4	480
Wesleyan C	0.0	0.0	9.1	0.3	86.5	4.1	340
West Georgia C	0.2	0.2	12.9	0.3	86.1	0.4	6,005
Young Harris C	0.0	0.0	0.8	0.2	98.6	0.4	517

HAWAII							
Chaminade U of Honolulu	1.1%	33.1%	1.4%	0.2%	64.0%	0.3%	1,925
U of Hawaii							
Hilo	0.6	63.0	0.8	5.0	25.1	4.6	3,746
Honolulu CC	0.1	76.2	1.7	3.7	12.9	5.4	5,325
Kapiolani CC	0.3	76.4	0.9	2.8	16.5	3.2	5,555
Kauai CC	0.3	65.6	0.2	5.4	27.8	0.6	1,266

Continued on Page 16, Column 1

FACT-FILE—Continued

HAWAII—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
U of Hawaii—Continued							
Leeward CC	0.3%	70.7%	2.4%	3.3%	23.3%	1.1%	6,195
Manoa	0.2	65.9	0.6	1.5	28.6	5.2	20,880
Maui CC	0.2	57.8	0.3	7.8	32.7	2.0	2,287
West Oahu C	0.0	56.1	3.4	2.2	37.5	0.7	408
Windward CC	0.4	47.4	2.1	6.2	43.2	0.8	1,548
Hawaii Loa C	1.8	18.8	2.9	1.8	46.8	30.1	385
Hawaii Pacific C	1.2	18.3	11.4	2.9	50.8	15.3	2,358

IDAHO

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Boise St U	0.8%	1.5%	0.7%	1.8%	94.7%	0.7%	11,092
C of Idaho	0.6	1.4	0.9	1.0	96.4	0.7	686
C of Southern Idaho	0.8	0.5	0.5	3.2	92.4	2.5	2,574
Idaho St U	1.2	2.8	1.0	1.6	93.4	0.1	7,132
Lewis-Clark St C	2.3	0.6	0.4	0.1	95.4	1.1	2,048
North Idaho C	1.6	0.4	0.2	1.3	95.7	0.8	2,478
Northwest Nazarene C	0.7	0.6	0.7	0.9	96.4	0.8	1,221
Ricks C	0.7	0.3	0.1	0.6	94.2	4.2	6,530
U of Idaho	0.6	1.7	0.6	0.7	94.6	2.3	9,195

ILLINOIS

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Alfred Adler Inst of Chicago	0.0%	0.0%	2.3%	2.3%	86.2%	9.2%	130
American Consv of Music	0.0	10.0	17.4	3.5	68.1	0.0	398
Augustana C	0.2	0.5	6.3	0.3	91.9	0.8	2,392
Aurora C	0.1	1.1	7.6	2.7	88.0	0.5	1,314
Barat C	0.0	0.8	4.8	0.9	90.3	3.1	640
Belleville Area C	0.5	1.0	6.4	1.0	90.9	0.2	10,115
Bethany Theol Sem	0.0	0.8	0.8	0.0	95.9	2.5	121
Blackburn C	0.2	0.2	7.0	0.9	88.1	3.5	420
Black Hawk C							
East	0.2	0.3	1.5	0.7	97.2	0.0	898
Quad Cities	0.3	1.9	4.7	2.9	90.3	0.0	5,491
Bradley U	0.1	0.6	7.2	0.8	85.9	5.4	5,637
Brisk Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	32
Carl Sandburg C	0.2	0.4	3.5	1.2	94.4	0.3	3,013
Catholic Theol Union	0.0	0.6	3.0	1.8	83.7	10.9	331
Central YMCA CC	0.0	11.1	72.2	9.3	3.7	3.7	54
U of Chicago	0.1	5.0	3.5	1.8	81.8	7.8	9,013
Chicago C of Osteo Med	0.0	0.8	2.3	0.0	95.9	1.0	395
Chicago Sch of Professional Psychology	0.0	0.0	1.4	0.0	98.6	0.0	72
Chicago St U	0.2	0.4	81.9	2.3	14.4	0.9	7,389
Chicago Theol Sem	0.0	0.7	21.5	0.7	77.0	0.0	135
City C's of Chicago							
City-Wide C	0.8	3.4	26.2	5.4	64.2	0.0	5,047
Kennedy-King C	2.6	0.3	93.1	1.2	2.8	0.0	6,852
Loop C	1.7	7.7	58.4	6.6	24.2	0.3	6,192
Malcolm X C	1.8	2.7	86.9	4.9	3.7	0.0	6,542
Olive-Harvey C	2.7	0.4	92.1	2.5	2.3	0.0	7,123
Richard J Daley C	0.5	1.8	12.8	7.9	76.9	0.1	9,189
Truman C	1.1	17.2	14.8	11.3	55.3	0.2	10,511
Wright C	0.8	5.8	11.1	9.7	72.1	0.4	9,625
C of DuPage	0.1	1.5	0.5	0.7	97.1	0.1	24,080
C of Lake County	0.3	2.0	6.7	4.4	86.5	0.0	12,187
C of Saint Francis	0.2	1.3	3.6	1.1	93.7	0.0	3,613
Columbia C	0.7	1.6	36.0	5.3	55.2	1.2	4,158
Concordia C	0.2	1.0	3.2	0.2	93.8	1.7	1,312
Danville Area CC	0.4	1.2	8.7	0.9	88.5	0.2	2,880
DeLourdes C	0.0	15.1	4.7	4.3	76.0	0.0	279
DePaul U	0.1	3.0	10.5	3.8	81.8	0.8	12,887
Dr William Scholl C of Podiatric Med	0.3	2.4	4.4	2.1	90.0	0.7	572
Eastern Illinois U	0.1	0.7	4.4	0.4	93.5	0.9	10,354
Elgin CC	0.5	3.1	2.7	2.0	91.6	0.1	6,209
Elmhurst C	0.1	1.1	1.7	1.8	94.8	0.5	3,621
Eureka C	0.0	0.0	8.2	0.2	89.9	1.7	537
Felician C	0.0	1.7	3.6	5.1	84.3	5.3	414
Forest Inst of Professional Psychology	0.0	2.3	1.5	1.5	93.9	0.8	132
Garrett-Evangelical Theol Sem	0.0	1.9	13.5	0.8	82.6	1.1	363
George Williams C	0.1	0.6	12.2	2.3	83.3	1.4	1,243
Governors St U	0.2	0.9	17.3	3.2	77.1	1.4	4,886
Greenville C	0.0	0.8	5.6	0.5	90.7	2.4	795
U of Health Sciences-Chicago Medical Sch	0.0	4.6	2.8	1.5	89.6	1.6	825
Hebrew Theol C	0.0	0.0	0.0	0.0	76.5	23.5	170
Highland CC	0.3	0.5	2.4	0.2	96.6	0.0	2,889
U of Illinois							
Chicago Circle	0.5	8.7	13.8	7.7	64.1	5.2	21,000
Medical Center Chicago	0.3	5.7	6.9	4.4	80.5	2.3	4,299
Urbana-Champaign	0.2	3.9	3.3	1.5	86.5	4.6	34,214
Illinois Benedictine C	0.0	0.2	1.1	0.4	98.3	0.0	2,382
Illinois Central C	0.4	1.2	2.3	0.8	95.2	0.1	13,549
Illinois C Optometry	0.0	4.6	0.4	1.5	92.9	0.7	547
Illinois C	0.0	0.3	1.3	0.3	97.4	0.8	786
Illinois Eastern CC							
Frontier CC	0.2	0.3	0.1	0.3	98.8	0.3	3,929
Lincoln Trail C	0.1	0.2	0.4	0.4	98.6	0.4	1,823
Olney Central C	0.0	0.1	0.1	0.6	98.8	0.4	2,825
Wabash Valley C	0.1	0.9	0.5	0.0	98.5	0.1	3,021
Illinois Inst of Tech	0.1	7.5	8.9	2.8	69.1	11.8	6,926
Illinois St U	0.2	0.8	6.3	0.7	90.4	1.6	20,565
Illinois Valley CC	0.0	0.9	1.0	1.2	96.8	0.0	4,540
Illinois Wesleyan U	0.1	2.0	5.8	0.8	91.4	0.0	1,667
John A Logan C	0.5	0.8	7.2	0.4	91.1	0.2	2,530
John Marshall Law Sch	0.0	0.6	2.3	1.2	95.8	0.1	1,651
John Wood CC	0.2	0.6	1.1	0.2	97.5	0.4	4,043
Joliet JC	0.3	1.2	6.6	3.0	88.8	0.0	11,078
Judson C	0.2	0.5	6.8	0.7	90.3	1.4	414
Kankakee CC	0.2	2.4	12.1	1.0	84.0	0.3	3,580
Kaskaskia C	0.4	0.4	6.6	1.2	91.1	0.4	2,757
Kendall C	0.2	0.5	24.9	0.0	72.4	2.0	436
Kishwaukee C	0.1	2.7	3.7	1.5	91.1	0.8	3,684
Knox C	0.2	1.5	3.6	0.6	83.0	11.1	939
Lake Forest C	0.2	1.1	4.9	0.4	91.8	1.6	1,138
Lake Forest Sch of Mgmt	0.3	0.5	1.0	1.0	97.1	0.0	382
Lake Land C	0.6	0.6	2.7	0.1	95.6	0.4	3,941
Lewis & Clark CC	0.2	0.3	4.8	0.2	94.3	0.2	5,195
Lewis U	0.1	0.9	11.2	3.1	83.8	1.0	2,744
Lincoln Christian C	0.2	0.4	0.4	0.2	96.9	1.9	480
Lincoln C	0.2	1.4	27.8	2.9	66.7	1.1	1,299
Lincoln Land CC	0.2	0.9	4.1	0.5	94.1	0.2	7,024
Loyola U of Chicago	0.1	3.6	7.8	4.5	83.5	0.4	14,457
Lutheran Sch of Theol at Chicago	0.0	0.7	3.3	1.3	87.9	6.8	307
MacCormac C	0.0	1.3	5.8	47.1	44.0	1.8	718
MacMurray C	0.0	0.6	5.9	2.1	89.7	1.7	682
Mallinckrodt C	0.4	11.9	3.2	3.5	75.1	6.0	285
McCormick Theol Sem	0.0	3.3	6.9	5.8	82.0	1.9	388
McHenry County C	0.0	0.5	0.1	0.4	98.9	0.2	3,921
McKendree C	0.0	0.5	9.7	0.9	88.8	0.0	750
Meadville-Lombard Theol Sch	0.0	0.0	0.0	0.0	100.0	0.0	36
Midwest C of Engineering	0.0	5.9	2.0	2.4	89.0	0.8	255
Millikin U	0.1	0.5	6.0	1.2	91.7	0.6	1,517
Monmouth C	0.0	5.4	4.7	0.3	89.6	0.0	545
Moody Bible Inst	0.0	1.6	1.7	1.2	89.9	5.5	1,301
Moraine Valley CC	0.2	1.1	2.4	1.9	93.8	0.6	13,267
Morrison Inst of Tech	0.9	1.7	11.5	2.6	83.3	0.0	234
Morton C	0.1	1.0	0.1	4.4	94.3	0.1	3,810
Mundelein C	0.1	1.7	16.5	6.3	71.1	4.3	1,282
NAES C	100.0	0.0	0.0	0.0	0.0	0.0	25
National C of Chiropractic	0.2	0.4	1.3	0.7	93.6	3.8	898

ILLINOIS—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
National C of Education							
Main campus	0.2%	1.7%	11.0%	1.0%	85.0%	0.2%	1,721
Urban	0.6	0.1	16.9	14.6	58.7	0.1	1,469
North Central C	0.4	1.2	2.6	1.7	93.6	0.5	1,386
Northeastern Illinois U	0.3	6.8	11.8	9.4	70.0	1.6	10,340
Northern Baptist Theol Sem	0.0	0.9	9.2	14.3	68.7	6.8	217
Northern Illinois U	0.3	1.5	4.8	1.3	89.8	2.3	25,676
North Park C & Theol Sem	0.3	2.0	4.3	4.3	88.5	0.6	1,316
Northwestern U	0.4	3.7	6.2	1.1	82.7	6.1	15,780
Oakton CC	0.1	4.6	2.3	1.4	91.6	0.0	9,666
Olivet Nazarene C	0.3	0.4	3.5	0.5	94.6	0.7	1,967
Parkland C	0.5	1.3	6.4	0.8	88.8	2.2	8,441
Prairie St C	0.2	1.1	14.3	2.6	81.3	0.5	5,793
Principia C	0.1	0.0	1.5	0.3	94.2	3.9	798
Quincy C	0.1	1.1	3.3	1.2	90.9	3.5	944
Rend Lake C	0.8	0.7	1.7	0.2	96.5	0.3	3,005
Richland CC	0.3	0.7	11.0	0.2	87.8	0.0	3,313
Rockford C	0.2	0.3	1.4	0.9	94.8	2.5	1,469
Rock Valley C	0.3	1.0	3.4	1.3	92.1	1.9	9,965
Roosevelt U	0.3	3.4	27.7	3.2	56.1	9.3	6,685
Rosary C	0.1	1.8	4.6	2.4	90.7	0.6	1,607
Rush U	0.1	4.9	7.8	2.0	85.1	1.0	1,146
Saint Augustine CC	0.0	0.3	0.0	99.7	0.0	0.0	971
Saint Mary of the Lake Sem	0.0	0.0	2.3	2.8	94.9	0.0	177
Saint Xavier C	0.0	0.5	9.2	0.3	90.0	0.1	2,346
Sangamon St U	0.2	1.1	5.8	0.3	89.6	2.9	3,327
Sauk Valley C	0.4	1.1	0.5	3.0	94.7	0.0	3,298
Sch of Art Inst of Chicago	0.2	6.8	9.5	3.5	79.5	0.4	1,373
Seabury-Western Theol Sem	1.0	0.0	2.1	0.0	95.9	1.0	97
Shawnee C	0.2	0.1	14.7	0.0	84.9	0.0	2,215
Sherwood Music Sch	0.0	0.0	17.9	12.5	58.9	10.7	56
Shimer C	0.0	1.6	30.6	1.6	64.5	1.6	62
Southeastern Illinois C	0.4	0.6	11.3	1.1	85.7	0.6	2,026
Southern Illinois U							
Carbondale	0.6	1.1	8.6	1.1	81.0	7.7	23,730
Edwardsville	0.2	0.9	11.9	0.7	83.5	2.8	11,098
Spertus C of Judaica	0.0	0.0	0.6	0.0	98.4	0.0	328
Spoon River C	0.4	2.0	6.5	0.6	90.1	0.4	2,248
Springfield C	0.4	0.6	4.1	0.0	94.6	0.2	485
State CC	0.0	0.1	85.0	0.0	14.9	0.0	1,615
Telshe Yeshiva-Chicago	0.0	0.0	0.0	0.0	100.0	0.0	80
Thornton CC	0.2	1.1	16.4	2.6	79.6	0.0	10,948
Trinity Christian C	0.0	0.7	3.2	0.5	93.0	2.7	440
Trinity C	0.5	2.3	3.8	2.0	89.4	2.0	556
Trinity Evangelical Divinity Sch	0.0	2.6	0.9	0.4	91.5	4.6	691
Triton C	0.2	1.5	8.0	3.1	86.9	0.2	23,794
Vandercook C of Music	0.0	0.6	24.4	1.8	72.0	1.2	166
Waubonsee CC	0.4	0.9	4.2	4.4	89.2	1.9	6,464
Western Illinois U	0.1	0.7	8.9	1.0	85.0	4.3	12,484
Wheaton C	0.2	2.4	0.6	0.5	93.7	2.5	2,490
William Rainey Harper C	0.2	0.9	0.7	1.6	94.6	2.0	18,630

INDIANA

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Ancilla Domini C	0.0%	0.2%	0.0%	0.4%	99.4%	0.0%	506
Anderson C	0.4	0.2	4.2	0.4	93.4	1.3	2,098
Ball St U	0.2	0.3	3.7	0.5	93.8	1.5	18,208
Bethel C	0.0	0.2	2.2	0.7	94.6	2.2	410
Butler U	0.1	0.5	4.8	0.9	92.9	0.4	4,030
Calumet C	0.1	0.2	9.8	11.7	78.2	0.0	1,250
Christian Theol Sem	0.0	0.0	7.3	0.0	88.0	4.7	301
Concordia Theol Sem	0.0	0.4	1.4	0.2	98.0	0.0	503
DePauw U	0.1	0.6	1.5	1.3	96.2	0.3	2,394
Earlham C	0.0	0.3	3.8	0.0	94.3	1.7	1,146
U of Evansville	0.1	0.5	2.8	0.1	92.0	4.2	4,781
Ft Wayne Bible C	0.0	1.3	3.5	0.7	90.9	3.5	461
Franklin C	0.0	0.0	1.3	0.6	95.9	2.2	508
Goshen Biblical Sem	0.0	0.0	0.7	0.7	85.6	13.1	153
Goshen C	0.0	0.6	2.2	3.4	87.4	6.3	1,113
Grace C	0.1	0.7	1.3	1.2	95.0	1.7	930
Grace Theol Sem	0.0	1.5	3.0	0.8	91.4	3.3	396
Hanover C	0.1	0.2	0.6	0.3	95.8	2.0	990
Holy Cross JC	0.0	0.0	2.4	1.2	91.3	5.2	252
Huntington C	0.0	0.0	1.2	0.5	96.7	1.6	429
Indiana Central U	0.8	0.6	4.8	0.3	93.3	0.1	3,290
Indiana Inst of Tech	0.2	0.2	12.4	0.7	44.0	42.5	557
Indiana St U							
Main campus	0.2	0.7	8.2	0.5	82.8	7.6	11,803
Evansville	0.2	0.2	2.3	0.2	96.3	0.9	3,654
Indiana U							
Bloomington	0.1	1.0	3.0	1.2	86.5	8.2	32,711
East	0.0	0.2	2.9	0.2	96.5	0.2	1,440
Kokomo	0.2	0.3	1.7	0.0	97.5	0.2	2,808
Northwest	0.0	0.5	24.1	5.4	68.5	0.6	4,897
South Bend	0.2	0.5	3.4	0.6	95.1	0.3	5,912
Southeast	0.4	0.3	1.6	0.2	97.4	0.2	4,640
Indiana U-Purdue U							
Ft Wayne	0.1	0.7	3.3	0.5	95.2	0.3	10,128
Indianapolis	0.2	1.6	8.0	0.7	88.1	1.4	23,258
Indiana Voc-Tech C							
Central Indiana	1.0	1.2	24.4	1.6	71.9	0.0	4,142
Columbus	0.6	0.6	1.0	0.5	97.3	0.0	1,860
East Central	0.4	0.3	7.3	0.4	91.6	0.0	2,194
Kokomo	0.7	0.8	5.6	1.0	92.0	0.0	1,447
Lafayette	0.4	0.3	0.4	0.2	98.7	0.0	1,482
North Central	0.3	1.1	7.9	0.9	90.7	0.0	2,374
Northeast	0.4	0.4	6.0	1.0	92.1	0.0	3,375
Northwest	0.6	0.4	31.3	7.2	60.5	0.0	3,294
South Central	0.5	0.7	2.2	0.1	96.6	0.0	1,386
Southeast	0.5	0.5	0.5	0.0	98.4	0.0	565
Southwest	1.3	0.6	4.7	0.4	93.0	0.0	1,796
Wabash Valley	0.5	1.0	4.3	0.3	93.9	0.0	1,558
Whitewater	0.2	0.4	4.0	0.3	95.0	0.0	905
Manchester C	0.1	0.3	3.2	0.3	94.4	1.8	1,011
Marian C	0.4	0.5	9.0	0.5	86.3	3.3	867
Marion C	0.1	0.4	4.9	0.3	92.4	1.9	1,077
Martin Center C	0.0	0.0	82.0	0.8	17.2	0.0	128
Mennonite Biblical Sem	0.0	0.0	5.7	0.0	61.4	32.9	70
Mid-America C of Funeral Services	0.0	0.0	11.5	0.0	88.5	0.0	104
U of Notre Dame	0.2	1.5	2.8	3.1	89.2	3.4	9,298
Oakland City C	0.0	0.0	3.9	0.7	94.8	0.5	582
Purdue U							
Main campus	0.2	1.2	3.3	1.0	90.5	3.9	32,635
Calumet	0.2	0.9	6.8	6.0	84.0	0.1	7,719
North Central	0.4	0.7	2.1	0.3	96.4	0.0	2,544
Rose-Hulman Inst of Tech	0.2	0.9	0.5	0.1	97.0	1.2	1,322
Saint Francis C	0.1	1.3	3.4	0.5	94.1	0.6	1,264
Saint Joseph's C	0.2	0.5	4.3	1.6	93.5	0.0	963
Saint Mary's C	0.0	0.7	0.3	1.3	96.7	0.9	1,769
Saint Mary-Of-The-Woods C	2.1	0.8	4.1	2.1	87.3	3.6	662
Saint Meinrad C	0.0	0.6	2.2	0.0	97.2	0.0	180
Saint Meinrad Sch Theol	0.0	1.4	2.0	1.4	93.2	2.0	148
Taylor U	0.5	0.3	0.5	0.2	97.3	1.1	1,460
Tri-State U	0.0	0.8	2.1	0.3	86.0	11.0	1,090
Valparaiso U	0.3	0.4	2.1	0.8	94.9	1.5	4,251
Vincennes U	0.2	0.2	5.1	0.2	90.1	4.3	6,174
Wabash C	0.0	1.4	3.7	1.2	93.2	0.5	796

IOWA

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
American Inst of Business	0.2%	1.3%	2.7%	0.0%	95.9%	0.1%	1,131

IOWA—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Briar Cliff C	0.0%	0.4%	1.2%	0.0%	96.7%	0.0%	1,260
Buena Vista C	0.0	0.0	0.7	0.1	98.9	0.3	1,403
Central U of Iowa	0.1	1.0	1.6	0.7	93.1	3.6	1,465
Clarke C	0.1	0.1	0.8	0.9	95.9	2.2	892
Clinton CC	1.1	0.5	0.3	0.1	97.9	0.0	1,151
Coe C	0.6	1.0	2.2	0.4	88.6	7.2	1,471
Cornell C	0.6	1.6	4.1	0.8	85.8	7.1	830
Des Moines Area CC	0.1	1.6	1.5	0.9	94.8	1.0	7,309
Divine Word C	0.0	21.2	5.1	1.0	64.6	8.1	99
Dordt C	0.0	0.5	0.3	0.0	84.5	14.6	1,077
Drake U	0.2	0.9	4.3	0.8	91.7	2.1	6,492
U of Dubuque	0.9	0.2	1.7	0.3	90.6	6.2	1,286
Ellsworth CC	0.1	0.0	6.7	0.0	93.2	0.0	976
Faith Baptist Bible C	0.0	0.5	0.0	0.2	99.0	0.2	415
Graceland C	0.3	1.2	1.1	1.1	92.8	3.5	1,086
Grand View C	0.0	2.2	3.5	0.6	90.0	3.6	1,247
Grinnell C	0.1	2.5	4.1	0.8	88.6	3.8	1,187
Hamilton Tech C	0.0	1.0	4.0	5.0	90.0	0.0	100
Hawkeye Inst of Tech	0.3	0.0	4.2	0.2	95.2	0.2	1,897
Indian Hills CC	0.7	0.7	0.7	0.0	97.6	0.3	2,105
U of Iowa	0.3	1.1	2.0	0.9	90.9	4.8	28,948
Iowa Central CC	0.0	0.5	0.9	0.0	98.6	0.0	2,780
Iowa Lakes CC	0.0	0.7	1.2	0.3	97.8	0.0	1,761
Iowa St U	0.1	0.8	1.9	0.8	89.4	7.0	25,333
Iowa Wesleyan C	0.0	0.3	3.6	0.1	95.4	0.6	715
Iowa Western CC	0.3	0.3	1.7	0.8	96.0	0.9	2,929
Kirkwood CC	2.2	1.1	1.2	0.7	93.3	1.5	5,928
Loras C	0.0	0.2	0.5	0.0	98.8	0.5	1,784
Luther C	0.0	0.1	2.1	0.0	94.4	2.3	2,053
Maharishi Intl U	0.6	0.8	2.0	1.1	81.7	13.5	734
Marshalltown CC	0.2	0.0	0.8	0.0	96.8	2.2	1,421
Marycrest C	0.0	0.4	3.6	1.0	94.0	1.1	1,407
Morningside C	1.4	0.1	2.0	0.2	95.9	0.3	1,253
Mt Mercy C	0.1	0.7	2.1	0.7	96.4	0.0	1,167
Mt Saint Clare C	0.0	1.2	0.0	0.3	97.9	0.6	336
Muscatine CC	0.4	1.1	2.4	2.6	93.4	0.0	907
North Iowa Area CC	0.1	0.1	1.7	0.5	97.5	0.0	2,208
Northeast Iowa Tech Inst	1.3	0.2	0.3	0.7	97.5	0.0	1,126
U of Northern Iowa	0.1	0.5	2.2	0.3	96.5	0.3	11,180
Northwest Iowa Tech C	0.4	0.2	0.0	0.0	99.4	0.0	475
Northwestern C	0.2	0.2	0.0	0.3	96.7	1.6	891
Open Bible C	0.0	0.0	0.0	1.0	98.0	1.0	99
U of Osteopathic Med and Health Sciences	0.3	1.8	1.8	0.8	95.8	0.4	777
Palmer C of Chiropractic	0.3	1.8	0.2	1.2	89.4	7.1	1,925
Saint Ambrose C	0.1	0.5	3.1	0.9	94.9	0.5	2,138
Scott CC	2.7	0.4	0.7	1.9	93.4	0.8	2,244
Simpson C	0.0	0.0	1.7	0.1	97.7	0.6	1,065
Sioux Empire C	48.5	0.0	2.5	0.2	49.0	0.0	404
Southeastern CC	0.2	0.3	3.6	4.5	90.9	0.4	1,959
Southwestern CC	0.0	0.2	0.6	0.3	98.9	0.0	659
Upper Iowa U	0.0	0.7	9.7	1.7	87.0	0.9	1,606
Vennard C	1.0	0.0	0.0	0.5	92.5	6.0	201
Waldorf C	0.0	1.1	1.8	0.0	97.1	0.0	444
Wartburg C	0.0	0.5	2.0	0.1	91.0	6.4	1,131
Wartburg Theol Sem	0.0	0.0	0.0	1.6	90.3	8.2	257
Western Iowa Tech	1.1	1.2	0.5	1.0	95.9	0.3	1,461
Westmar C	0.0	0.4	3.4	0.4	93.3	2.6	505
William Penn C	0.2	0.4	11.3	0.4	83.6	4.0	470

KANSAS

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Allen Co Community JC	0.3%	0.0%	1.6%	0.6%	97.0%	0.6%	1,021
Baker U	0.4	0.2	7.6	0.6	89.0	2.1	839
Barton County CC	0.1	0.8	2.3	0.7	96.0	0.1	2,209
Benedictine C	0.3	0.1	4.4	2.3	89.8	3.1	957
Bethany C	0.0	0.5	3.7	1.8	92.2	1.9	790
Bethel C	0.5	1.2	2.9	0.9	92.7	1.8	661
Butler County CC	1.2	1.5	7.3	2.3	87.1	0.6	2,985
Central Baptist Theol Sem	0.0	0.7	10.5	1.4	79.1	3.4	148
Central C	1.3	1.0	1.3	2.0	93.5	1.0	307
Cloud County CC	0.1	0.1	0.7	0.4	98.8	0.0	1,888
Coffeyville CC	0.9	0.2	6.3	0.2	90.7	1.7	1,692
Colby CC	0.0	0.0	0.6	1.1	98.2	0.1	2,091
Cowley County CC	1.1	7.6	4.4	1.8	84.9	0.1	2,014
Dodge City CC	0.1	0.4	2.5	1.9	94.9	0.2	1,376
Donnelly C	0.3	2.1	44.2	3.7	15.2	34.5	702
Emporia St U	0.2	0.1	2.7	0.8	92.7	3.6	5,768
Ft Hays St U	0.4	0.4	0.9	0.8	94.9	2.6	5,488
Ft Scott CC	0.0	0.2	3.3	0.2	91.4	4.9	1,239
Friends Bible C	0.7	0.0	3.5	2.1	93.8	0.0	144
Friends U	0.5	0.7	5.2	1.0	85.5	7.1	813
Garden City CC	0.0	1.1	2.2	7.4	88.5	0.8	1,327
Haskell Indian JC	100.0	0.0	0.0	0.0	0.0	0.0	879
Hesston C	0.2	0.2	1.4	2.1	92.3	3.8	572
Highland CC	7.4	0.2	14.6	3.3	74.4	0.2	1,250
Hutchinson CC	0.6	0.3	5.1	1.9	91.4	0.6	3,065
Independence CC	0.0	0.1	6.7	0.9	92.3	0.0	924
Johnson County CC	0.2	0.8	1.2	0.6	97.3	0.0	7,698
U of Kansas							
Main campus	0.4	0.9	3.1	1.0	87.6	7.0	24,400
C of Health Sci & Hospital	0.3	1.8	1.1	1.1	95.0	0.7	1,765
Kansas City CC	0.5	1.0	19.6	2.6	75.8	0.5	3,912
Kansas City C & Bible Sch	0.0	28.6	57.1	14.3	0.0	0.0	7
Kansas Newman C	0.8	0.1	7.2	4.9	85.9	1.1	759
Kansas St U	0.3	1.3	2.6	1.5	90.6	3.9	19,497
Kansas Tech Inst	0.5	1.3	1.8	2.1	93.3	1.1	628
Kansas Wesleyan	0.0	0.9	14.0	2.4	75.8	6.9	578
Labette CC	2.1	0.4	3.0	1.6	92.3	0.7	1,950
Manhattan Christian C	0.0	0.4	1.2	0.4	95.5	2.5	242
Marymount C	0.4	0.1	2.1	1.0	96.3	0.0	706
McPherson C	0.2	1.0	4.6	1.6	89.7	2.8	496
Mid-America Nazarene C	0.3	0.7	1.4	0.3	95.3	2.0	1,218
Neosho County CC	0.7	0.1	3.2	1.7	94.0	0.4	845
Ottawa U	0.5	1.6	7.4	3.3	84.8	2.4	2,074
Pittsburg St U	0.5	0.5	1.7	0.6	95.3	1.4	5,117
Pratt CC	0.0	0.0	3.0	0.6	95.7	0.7	1,221
Saint John's C	0.0	0.0	0.8	1.2	95.2	2.8	251
Saint Mary C	0.6	3.0	19.5	4.1	69.0	39	802
Saint Mary Of The Plains C	0.0	0.0	3.9	5.3	89.5	1.3	619
Seward County JC	0.8	0.8	1.7	2.1	94.2	0.4	1,177
Southwestern C	0.7	0.7	6.6	1.7	88.8	1.5	588
Sterling C	0.0	0.8	10.2	1.3	85.0	2.8	394
Tabor C	0.5	0.0	4.0	0.5	92.4	2.6	421
Washburn U of Topeka	0.5	1.0	5.3	3.0	90.3	0.0	6,515
Wichita St U	1.0	0.9	5.8	1.8	84.8	5.5	16,632

KENTUCKY

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Alice Lloyd C	0.0%	0.2%	0.6%	0.0%	99.2%	0.0%	483
Asbury C	0.1	0.9	0.5	0.8	95.9	1.8	1,179
Asbury Theol Sem	0.1	0.3	0.4	0.1	94.9	4.2	722
Bellarmine C	0.0	0.5	1.8	0.5	96.3	0.9	2,730
Berea C	0.0	0.6	6.3	0.1	85.7	7.3	1,532
Brescia C	0.0	0.0	1.8	0.0	93.8	4.5	912
Campbellsville C	0.0	1.0	2.0	0.0	95.6	1.4	702
Centre C	0.1	0.7	1.8	0.1	96.7	0.6	718
Cumberland C	0.2	0.0	3.5	0.0	94.2	2.1	1,747
Eastern Kentucky U	0.1	0.3	6.7	0.2	91.8	0.9	13,041
Georgetown C	0.0	0.0	3.5	0.7	95.5	0.4	1,211
University of Kentucky	0.4	0.8	3.4	0.6	92.5	2.3	22,267
CC System	0.5	0.8	8.5	0.4	89.8	0.2	22,116
Kentucky St U	0.2	0.5	40.9	0.2	57.0	1.2	2,199
Kentucky Christian C	0.0	0.0	0.4	0.2	99.3	0.0	448
Kentucky Wesleyan C	0.0	1.0	3.8	0.0	92.1	3.1	901
Lees JC	0.0	0.0	2.9	0.0	95.6	1.5	341
Lexington Theol Sem	0.0	0.0	5.8	0.0	92.6	1.7	121
Lindsey Wilson C	0.0	0.0	8.9	0.0	90.9	0.3	361

KENTUCKY—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
U of Louisville	0.2%	1.1%	8.5%	0.6%	87.9%	1.8%	19,714
Louisville Sch of Art	1.0	0.0	8.9	0.0	90.1	0.0	101
Louisville Presbyterian Theol Sem	0.0	0.0	3.8	0.0	92.9	3.3	210
Midway C	0.0	0.0	0.6	0.0	97.7	1.7	349
Morehead St U	0.2	0.1	3.1	0.4	94.0	2.1	6,337
Murray St U	0.1	0.3	5.1	0.4	92.8	1.3	7,542
Northern Kentucky U	0.0	0.2	1.2	0.0	97.7	0.8	8,951
Pikeville C	0.0	0.5	2.3	0.4	96.8	0.0	560
Saint Catharine C	0.0	0.0	9.7	0.0	86.8	3.5	227
Southern Baptist Theol Sem	0.0	0.1	2.6	0.2	94.5	2.7	2,141
Spalding C	0.2	0.4	8.9	0.4	88.5	1.6	971
Sue Bennett C	0.0	0.0	1.4	0.0	96.5	2.1	297
Thomas More C	0.1	1.2	1.2	0.4	95.4	1.6	1,224
Transylvania U	0.0	1.6	1.7	0.3	95.0	1.4	701
Union C	0.0	0.5	3.7	0.0	94.4	1.5	818
Western Kentucky U	0.2	0.2	6.3	0.3	91.2	1.9	12,796

LOUISIANA	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Bossier Parish CC	0.0%	0.5%	9.8%	1.0%	88.0%	0.6%	1,483
Centenary C	1.6	0.1	13.4	1.0	82.0	1.9	1,44[illegible]
Delgado CC	0.3	4.4	35.7	4.6	50.5	4.5	8,717
Dillard U	0.0	0.0	97.4	0.0	0.1	2.5	1,142
Grambling St U	0.0	0.1	96.6	0.1	0.7	2.5	3,970
Louisiana C	0.4	0.4	7.1	0.8	90.8	0.6	1,049
Louisiana St U							
Alexandria	0.4	0.6	10.7	0.5	87.6	0.2	1,713
Baton Rouge	0.2	0.3	6.2	1.4	85.3	6.7	31,100
Eunice	0.3	0.1	15.7	0.2	83.7	0.0	1,543
Medical Center	0.1	1.1	6.7	0.7	90.9	0.5	2,553
Shreveport	0.2	0.9	7.9	0.6	90.4	0.2	4,280
Louisiana Tech U	0.2	0.6	10.4	0.7	83.0	5.2	11,055
Loyola U	0.4	0.7	12.8	7.1	78.9	0.0	3,933
McNeese St U	0.2	0.5	15.2	0.6	82.6	0.8	7,270
U of New Orleans	0.2	2.6	15.6	3.8	75.4	2.4	15,901
New Orleans Baptist Theol Sem	0.0	0.0	1.4	8.5	89.7	0.4	1,547
Nicholls St U	0.2	0.0	13.4	1.6	82.9	1.9	7,226
Northeast Louisiana U	0.4	0.4	19.8	0.3	75.8	3.4	11,075
NW St U of Louisiana	0.5	0.7	19.7	2.3	73.6	3.1	6,443
Notre Dame Sem Sch of Theol	0.0	1.3	10.3	6.4	82.1	0.0	78
Our Lady of Holy Cross C	1.3	2.3	16.9	4.0	74.9	0.5	770
Saint Bernard Parish CC	1.9	2.1	1.6	3.2	91.1	0.0	617
Saint Joseph Seminary C	0.0	5.9	5.9	2.5	85.7	0.0	119
Saint Mary's Dominican C	0.3	0.9	19.2	3.3	72.5	3.8	764
Southeastern Louisiana U	0.3	1.6	11.9	0.6	84.2	1.5	9,530
Southern U A&M C	0.0	0.0	90.8	0.4	2.8	5.8	9,125
Southern U							
New Orleans	0.0	0.1	95.8	0.2	1.6	2.4	2,622
Shreveport-Bossier	0.0	0.0	98.8	0.0	1.2	0.0	694
U of SW Louisiana	0.1	0.2	14.1	0.5	72.9	12.3	15,702
Tulane U	0.2	1.4	4.1	3.7	84.2	6.4	10,512
Xavier U	0.0	0.3	91.5	0.4	6.4	1.5	2,176

MAINE	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Bangor Theol Sem	0.0%	0.0%	2.3%	0.0%	96.5%	1.2%	86
Bates C	0.0	1.1	2.5	0.3	94.8	1.2	1,452
Bowdoin C	0.0	1.0	2.7	0.7	94.5	1.1	1,392
Central Maine Med Center Sch of Nursing	0.0	0.0	0.0	0.0	100.0	0.0	130
Central Me Voc-Tech Inst	0.0	0.0	0.0	0.0	99.4	0.6	480
Colby College	0.1	0.9	1.5	0.5	95.1	2.0	1,685
C of the Atlantic	0.0	0.0	0.0	0.0	96.3	3.7	163
Eastern Me Voc-Tech Inst	0.5	0.0	0.0	0.0	99.5	0.0	957
Husson C	1.4	0.9	1.5	1.1	94.1	1.0	1,499
U of Maine							
Augusta	0.2	0.3	0.1	0.1	99.2	0.0	3,423
Farmington	0.4	0.1	0.1	0.2	99.1	0.1	1,880
Fort Kent	0.0	0.0	0.3	0.0	99.4	0.3	679
Machias	2.4	0.1	0.0	0.0	97.3	0.1	782
Orono	0.6	0.2	0.2	0.1	98.6	0.2	11,651
Presque Isle	0.6	0.3	1.0	0.9	96.5	0.6	1,187
Maine Maritime Academy	0.5	0.2	0.2	0.6	97.1	1.5	649
Nasson C	0.0	0.7	1.2	0.0	88.0	10.0	409
U of New England	0.1	0.1	0.6	1.0	98.2	0.0	725
Northern Me Voc-Tech Inst	0.5	0.3	1.0	0.6	97.4	0.2	1,385
Portland Sch of Art	1.5	0.4	0.4	0.0	97.8	0.0	274
Saint Joseph's C	0.0	0.1	0.2	0.0	99.7	0.0	3,762
U of Southern Maine	0.2	0.2	0.2	0.2	99.2	0.1	8,166
Southern Me Voc-Tech Inst	0.1	0.1	0.5	0.1	99.0	0.2	1,415
Thomas C	0.0	0.0	0.3	0.0	99.3	0.4	934
Unity C	0.3	0.0	0.9	0.0	98.8	0.0	327
Westbrook C	0.0	0.0	0.5	0.4	99.1	0.0	1,036

MARYLAND	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Allegany CC	0.1%	0.2%	1.2%	0.0%	98.4%	0.0%	2,191
Anne Arundel CC	0.4	1.3	5.9	0.9	91.1	0.4	8,768
U of Baltimore	0.2	1.5	17.4	0.7	77.7	2.5	5,379
Baltimore Hebrew C	0.0	0.0	0.4	0.0	99.6	0.0	251
Bowie St C	0.3	0.8	65.0	0.5	28.7	4.7	2,233
Capitol Inst of Tech	0.1	16.3	15.0	1.3	56.8	10.5	821
Catonsville CC	0.2	1.5	14.4	0.5	83.2	0.1	11,533
Cecil CC	0.5	0.5	4.0	0.3	94.4	0.3	1,453
Charles County CC	0.2	1.0	9.1	0.6	89.0	0.1	4,059
Chesapeake C	0.1	0.1	8.9	0.4	90.6	0.0	1,951
C of Notre Dame	0.2	0.9	10.1	1.6	86.4	0.8	1,668
Columbia Union C	0.8	5.3	22.9	3.6	64.5	3.0	507
CC of Baltimore	0.0	0.8	74.2	0.2	24.5	0.3	8,930
Coppin St C	0.3	0.5	92.6	0.3	3.6	2.7	2,310
Dundalk CC	0.3	0.8	7.3	0.6	91.0	0.0	2,709
Eastern Christian C	0.0	3.3	1.6	0.0	95.1	0.0	61
Essex CC	0.4	0.9	5.4	0.8	92.5	0.0	9,951
Frederick CC	0.1	1.1	3.7	0.5	93.9	0.7	3,043
Frostburg St C	0.1	0.2	7.3	0.5	91.3	0.5	3,654
Garrett CC	0.2	0.4	1.8	0.2	97.5	0.0	554
Goucher C	0.0	3.1	5.3	2.4	86.3	2.8	1,021
Hagerstown JC	0.2	0.8	5.1	0.4	93.4	0.0	2,472
Harford CC	0.4	1.2	6.9	0.8	90.6	0.0	4,706
Hood C	0.1	0.9	2.7	2.7	92.6	1.0	1,676
Howard CC	0.5	2.5	12.7	1.0	82.9	0.4	3,642
Johns Hopkins U	0.3	4.1	5.9	1.1	83.6	5.1	9,955
Loyola C	0.1	1.1	4.7	1.0	91.4	1.6	6,182
U of Maryland							
Balt Professional Sch	0.2	3.9	8.8	1.0	84.6	1.4	4,800
Baltimore County	0.2	4.6	14.0	1.5	78.0	1.6	7,384
College Park	0.4	4.4	7.5	2.1	81.8	3.8	37,046
Eastern Shore	0.0	1.9	67.5	0.7	25.1	4.9	1,214
University C	0.5	4.3	15.1	2.0	77.6	0.5	11,275
Maryland C Art & Design	0.0	3.0	29.9	1.5	65.7	0.0	67
Maryland Inst C of Art	0.1	2.5	8.4	1.0	84.3	3.8	1,454
Montgomery C							
Germantown	0.2	3.5	3.9	1.0	91.2	0.2	2,561
Rockville	0.2	4.9	5.7	2.9	82.1	4.3	13,050
Takoma Park	0.4	8.1	26.6	6.1	51.8	7.1	4,345
Morgan St U	0.1	0.4	89.3	0.3	3.8	6.1	4,720
Mt Saint Mary's C	0.0	0.6	2.0	0.3	91.7	5.3	1,696
Ner Israel Rabbinical C	0.0	0.0	0.0	0.0	78.7	21.3	342
Peabody Inst of JHU	0.7	3.6	3.1	2.4	78.9	11.3	417
Prince George's CC	0.3	3.2	35.2	1.5	58.0	1.7	15,354
Saint John's C	0.3	1.8	0.8	2.3	93.9	1.0	395
Saint Mary's C	0.3	0.5	5.8	1.1	91.5	0.8	1,296
Saint Mary's Sem & U	0.0	0.0	1.9	0.3	97.8	0.0	314
Salisbury St C	0.3	0.5	7.7	0.4	90.7	0.4	4,341
Sojourner-Douglass C	0.0	0.0	95.2	0.4	0.4	3.9	457

MARYLAND—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Towson St U	0.1%	0.9%	11.5%	0.7%	85.9%	0.9%	14,869
Villa Julie C	0.1	0.7	15.2	0.4	83.4	0.1	900
Washington Bible C	0.0	7.0	21.5	0.2	66.6	4.7	530
Washington C	0.0	0.3	1.4	0.6	96.7	1.0	794
Washington Theol Union	0.0	0.6	1.1	0.6	97.7	0.0	178
Western Maryland C	0.1	0.6	1.8	0.7	96.9	0.0	1,814
Wor-Wic Tech CC	0.0	0.0	21.3	0.3	78.3	0.0	642

MASSACHUSETTS	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
American International C	0.0%	3.4%	9.3%	0.4%	84.0%	2.9%	2,055
Amherst C	0.0	3.5	5.9	2.1	86.2	2.3	1,541
Andover Newton Theol Sch	0.4	0.0	3.3	0.7	94.5	1.1	453
Anna Maria C	0.2	1.0	2.1	0.8	94.3	1.6	1,655
Aquinas JC Milton	0.0	0.0	0.0	0.0	99.4	0.6	354
Newton	0.0	0.0	0.3	0.0	99.7	0.0	306
Assumption C	0.3	0.2	0.6	2.3	96.1	0.5	2,800
Atlantic Union C	0.5	0.7	23.5	10.9	53.1	11.4	597
Babson C	0.0	0.7	0.7	0.5	93.1	5.0	3,229
Bay Path JC	0.0	0.6	1.3	0.7	96.9	0.6	718
Bay State JC of Business	0.0	1.7	29.4	4.9	58.3	5.7	936
Becker JC Leicester	0.0	0.0	1.9	1.0	96.5	0.6	516
Worcester	0.0	0.5	2.2	0.2	96.5	0.6	834
Bentley C	0.0	0.4	0.5	1.0	96.8	1.3	7,645
Berklee C of Music	0.2	1.3	9.1	2.0	65.9	21.4	2,463
Berkshire Christian C	0.0	0.0	5.4	0.0	94.6	0.0	129
Berkshire CC	0.0	0.1	0.9	0.1	98.3	0.5	2,988
Blue Hills Reg Tech Inst	0.4	0.4	0.9	0.7	97.6	0.0	545
Boston Architectural Center	0.3	1.1	1.1	2.1	95.3	0.0	614
Boston C	0.1	2.3	2.0	2.5	90.3	2.7	14,069
Boston Conservatory	0.0	1.7	7.2	3.1	80.4	7.5	414
Boston U	0.2	2.5	3.2	1.9	84.5	7.7	28,157
Bradford C	0.8	1.6	2.2	2.7	79.5	13.2	370
Brandeis U	0.1	2.5	3.2	2.4	83.8	8.0	3,557
Bridgewater St C	0.2	0.5	0.8	0.4	97.6	0.5	7,366
Bristol CC	0.4	0.5	1.9	1.1	95.3	0.8	4,851
Bunker Hill CC	0.3	7.2	4.9	2.8	82.8	1.9	6,430
Cambridge C Inst Open Ed	0.8	1.7	23.1	6.1	65.0	3.3	363
Cape Cod CC	0.2	0.1	2.3	0.6	96.7	0.0	4,362
Central New England C of Tech	0.0	0.3	0.3	0.7	88.9	9.8	306
Chamberlayne JC	0.1	1.7	8.6	6.3	64.6	18.6	823
Clark U	0.0	0.5	2.2	1.3	91.2	4.8	3,242
C of the Holy Cross	0.0	0.3	2.9	0.4	96.4	0.1	2,519
C of Our Lady of the Elms	0.1	0.0	1.3	1.3	96.8	0.5	778
Curry C	0.2	0.7	4.0	0.2	93.5	1.4	1,257
Dean JC	0.0	0.0	4.0	0.4	95.7	0.0	2,272
Eastern Nazarene C	0.0	0.8	4.0	1.2	91.3	2.6	841
Emerson C	0.4	0.3	4.2	2.7	89.8	2.7	2,231
Emmanuel C	0.4	0.8	4.0	1.9	90.5	2.7	1,037
Endicott C	0.0	0.1	0.5	0.1	94.4	4.9	783
Episcopal Divinity Sch	0.0	1.4	6.3	0.0	88.7	3.5	142
Fisher JC	0.3	0.7	6.5	1.1	90.5	0.9	4,812
Fitchburg St C	0.1	0.3	3.2	1.2	95.2	0.1	6,609
Forsyth Sch of Dental Hygienists	0.0	0.6	1.7	0.6	95.0	2.2	180
Framingham St C	0.8	2.4	0.9	0.9	94.4	0.6	5,869
Franklin Inst of Boston	0.4	3.8	4.0	1.3	83.1	7.5	550
Gordon C	0.0	0.8	1.7	0.3	96.2	1.0	1,059
Gordon Conwell Theol Sem	0.1	1.0	2.2	5.9	85.4	5.4	726
Greenfield CC	0.2	0.2	0.8	0.4	97.9	0.5	2,497
Hampshire C	0.1	1.6	3.1	1.5	91.3	2.4	1,212
Harvard-Radcliffe C's	0.5	4.3	5.5	3.6	75.5	10.6	15,859
Hebrew C	0.0	0.0	0.0	0.0	92.9	7.1	182
Hellenic C-Holy Cross Sch	0.0	0.0	0.0	0.0	67.9	32.1	240
Holyoke CC	0.3	0.3	1.4	1.3	96.0	0.7	5,160
Laboure JC	0.1	0.3	7.1	0.7	91.2	0.4	673
Lasell JC	0.0	0.4	0.8	1.7	94.9	2.3	531
Lesley C	0.0	0.4	2.2	1.1	93.8	2.5	2,059
U of Lowell	0.3	2.1	0.8	0.9	93.9	2.1	15,514
Marian Court JC Business	0.0	0.0	0.0	0.0	100.0	0.0	220
U of Massachusetts							
Amherst	0.2	1.2	1.6	1.6	92.3	3.1	26,517
Boston	0.4	3.0	9.2	3.2	81.0	3.1	11,448
Medical Sch at Worcester	0.0	2.5	1.8	0.9	94.7	0.0	438
Massachusetts Bay CC	0.0	0.6	1.9	0.8	96.3	0.4	4,360
Mass C of Pharmacy & Allied Health Sciences	1.0	3.4	2.8	4.6	72.2	15.9	956
Mass C of Art	0.8	1.3	2.1	0.9	93.8	1.1	2,017
Mass Inst of Tech	0.2	4.7	3.3	1.9	68.0	21.8	9,575
Mass Maritime Acad	0.0	0.5	0.1	0.0	99.3	0.1	839
Mass Sch of Professional Psychology	0.0	0.0	0.7	2.2	96.4	0.7	138
Massasoit CC	0.3	0.7	4.9	1.1	92.9	0.1	7,174
Merrimack C	0.0	0.0	0.3	1.0	98.1	0.6	3,751
Middlesex CC	0.2	0.6	1.0	0.5	97.8	0.0	5,764
Mt Holyoke C	0.1	4.1	4.3	1.8	84.5	5.2	1,968
Mount Ida JC	0.0	0.3	8.9	2.8	78.3	9.8	799
Mt Wachusett CC	0.0	0.2	2.5	1.1	95.6	0.5	3,584
New England Consv of Music	0.0	2.8	2.6	1.8	77.3	15.5	717
New England Inst of Applied Arts & Sciences	0.0	0.0	3.0	0.0	97.0	0.0	100
New England C of Optometry	0.0	2.5	0.8	1.7	93.2	1.7	354
New England Sch of Law	0.0	0.4	1.8	0.8	96.9	0.1	1,002
Newbury JC	0.0	3.5	19.5	12.1	58.9	6.1	3,492
Nichols C	0.0	0.0	0.4	0.1	98.3	1.2	992
North Adams St C	0.1	0.2	1.5	0.3	97.3	0.6	2,709
North Shore CC	0.1	1.0	1.3	1.0	96.2	0.4	2,791
Northeastern U	0.2	1.5	3.7	1.0	90.7	2.8	38,926
Northern Essex CC	1.3	2.3	0.7	3.1	92.0	0.6	6,782
Pine Manor C	0.5	0.8	1.2	1.7	81.7	14.0	591
Pope John XXIII Nat'l Sem	0.0	0.0	4.0	2.0	94.0	0.0	50
Quincy JC	1.7	0.9	1.6	1.9	93.9	0.0	2,880
Quinsigamond CC	0.1	1.4	2.0	7.0	88.8	0.8	4,653
Regis C	0.0	1.0	0.9	4.7	90.6	2.9	1,146
Roxbury CC	0.1	0.1	59.7	31.0	0.5	8.6	999
Saint Hyacinth C Sem	0.0	0.0	0.0	0.0	93.2	6.8	44
Saint John's Sem	0.0	0.0	1.0	3.4	95.6	0.0	204
Salem St C	0.5	0.5	1.8	0.7	95.8	0.7	8,551
Sch of Museum of Fine Arts	0.5	1.8	2.4	1.7	87.8	5.8	831
Simmons C	0.0	1.0	3.3	1.3	91.9	2.5	2,847
Simon's Rock of Bard C	0.0	1.3	2.9	0.0	95.9	0.0	315
Smith C	0.2	4.9	3.9	1.7	85.2	4.2	2,987
Springfield C	0.0	0.8	6.3	1.7	89.5	1.7	2,349
Springfield Tech CC	0.3	0.2	7.1	2.6	88.1	1.6	6,756
Southeastern Mass U	0.4	0.4	1.9	0.5	95.9	0.8	6,843
Stonehill C	0.1	0.3	0.8	0.3	98.4	0.2	2,745
Suffolk U	0.2	0.7	2.2	0.9	93.9	2.1	6,330
Swain Sch of Design	0.0	0.6	4.3	0.0	92.7	2.4	164
Tufts U	0.0	3.6	4.3	1.5	87.9	2.7	7,006
Wellesley C	0.2	6.7	5.8	3.0	78.8	5.5	2,257
Wentworth Inst of Tech	0.2	3.2	5.0	1.8	80.4	9.5	3,737
Western New England C	0.1	0.6	2.5	0.7	95.1	1.0	5,364
Westfield St C	0.0	0.1	2.5	0.4	97.0	0.0	4,503
Weston Sch of Theol	0.0	0.0	0.0	1.0	91.6	7.4	203
Wheaton C	0.0	1.7	2.9	1.0	92.5	2.0	1,257
Wheelock C	0.2	0.2	4.9	2.2	91.5	1.1	1,112
Williams C	0.1	2.6	5.4	2.0	85.7	4.2	1,971
Worcester JC	0.0	0.2	0.9	0.6	92.7	5.6	1,278
Worcester Poly Inst	0.1	1.3	0.5	0.4	91.5	6.2	3,634
Worcester St C	0.1	0.0	1.1	0.6	96.4	1.8	6,170

MICHIGAN	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Adrian C	0.0%	2.4%	4.7%	0.0%	92.6%	0.4%	1,222
Albion C	0.2	0.8	2.3	0.2	96.0	0.4	1,742
Alma C	0.4	0.3	1.4	0.5	96.7	0.8	1,059
Alpena CC	0.1	0.1	1.6	0.7	97.2	0.3	1,842
Andrews U	0.3	2.4	14.0	6.6	54.4	22.4	2,651
Aquinas C	0.3	0.3	3.0	1.4	94.4	0.5	2,743
Baker JC of Business	0.5	0.2	14.8	1.5	83.0	0.0	1,762
Bay de Noc CC	1.0	0.1	0.1	0.0	98.7	0.1	1,626
Calvin C	0.1	0.3	0.8	0.2	88.3	10.4	3,807
Calvin Theol Sem	0.0	1.9	1.9	0.0	74.3	21.9	210
Central Michigan U	0.3	0.2	1.6	0.6	96.2	1.1	17,132
Charles S Mott CC	1.4	0.4	13.9	1.5	82.7	0.1	10,685
Cleary C	0.0	0.0	19.9	0.0	79.3	0.8	1,006
Concordia C	0.0	0.7	1.3	0.2	93.7	4.1	540
Cranbrook Acad of Art	0.0	0.0	1.4	0.0	80.7	17.9	140
Center for Creative Studies	0.1	1.3	8.9	1.2	86.2	2.3	1,113
Davenport C of Business	0.7	0.5	6.0	1.5	91.0	0.3	4,511
Delta C	0.4	0.6	7.3	2.6	89.0	0.1	10,279
U of Detroit	0.7	2.4	18.0	1.4	72.4	5.2	5,967
Detroit C of Bus Admin	0.7	0.5	34.8	1.9	61.8	0.3	2,965
Detroit C of Law	0.0	1.0	6.8	0.5	91.3	0.3	877
Eastern Michigan U	0.2	0.6	7.4	1.0	86.8	3.9	18,078
Ferris St C	0.1	0.3	3.8	0.3	94.7	0.8	11,008
G M Inst of Engineering & Management	0.4	4.8	6.4	2.3	78.8	7.4	2,433
Glen Oaks CC	0.1	0.4	1.5	0.3	96.4	1.3	1,244
Gogebic CC	0.0	0.0	15.7	0.5	83.8	0.0	1,800
Grace Bible C	0.0	0.6	1.2	1.8	96.5	0.0	170
Grand Rapids Baptist C & Sem	0.1	0.0	1.1	0.3	96.3	2.2	1,077
Grand Rapids JC	0.6	1.2	5.6	1.3	90.5	0.9	9,207
Grand Valley St C	0.3	0.9	4.6	1.0	92.5	0.7	6,366
Great Lakes Bible C	0.6	0.0	1.7	0.6	97.2	0.0	176
Henry Ford CC	1.5	1.2	11.1	2.5	83.3	0.4	16,403
Highland Park CC	0.3	0.0	95.0	0.0	3.1	1.6	2,625
Hillsdale C	0.0	0.0	2.2	0.2	94.9	2.7	1,044
Hope C	0.2	0.6	0.6	0.5	95.5	2.6	2,530
Jackson CC	0.3	2.1	3.5	0.5	93.5	0.0	5,259
Jordan C	0.6	1.3	59.6	0.6	37.5	0.4	1,026
Kalamazoo C	0.2	1.5	1.6	0.3	94.0	2.4	1,234
Kalamazoo Valley CC	0.5	0.8	7.1	0.6	89.2	1.8	7,895
Kellogg CC	0.7	0.5	6.4	0.8	91.2	0.4	5,193
Kendall Sch of Design	0.5	0.3	1.0	1.0	96.5	0.5	578
Kirtland CC	0.2	0.1	3.3	0.1	96.3	0.0	1,335
Lake Michigan C	0.5	0.9	13.1	1.9	82.6	0.9	2,977
Lake Superior St C	1.1	0.1	2.8	0.2	80.4	15.3	2,494
Lansing CC	0.8	1.0	4.7	1.7	90.9	1.0	19,779
Lawrence Inst of Tech	0.5	0.9	6.3	0.7	86.7	4.9	5,868
Lewis C of Business	0.0	0.0	98.3	0.0	1.4	0.4	515
Macomb County CC	1.3	0.4	2.0	0.7	95.6	0.0	30,410
Madonna C	0.1	0.3	9.2	0.8	88.8	0.8	3,409
Marygrove C	0.1	0.3	63.8	0.9	34.6	0.3	1,189
Mercy C of Detroit	0.4	1.0	33.1	0.8	63.7	1.0	2,106
U of Michigan							
Ann Arbor	0.4	3.1	4.8	1.3	83.4	7.0	35,072
Dearborn	0.3	1.0	6.1	1.1	89.5	2.1	6,390
Flint	0.8	0.8	9.9	1.0	86.8	0.7	5,025
Michigan Christian C	0.3	0.3	14.9	0.3	83.4	0.9	343
Michigan St U	0.3	1.0	5.6	1.0	88.1	3.9	42,730
Michigan Tech U	0.3	0.7	0.5	0.5	95.2	2.9	7,640
Mid-Michigan CC	0.3	0.1	0.2	0.1	99.3	0.0	1,572
Monroe County CC	1.5	0.4	0.9	1.0	96.3	0.0	2,702
Montcalm CC	0.4	0.5	14.4	0.7	84.0	0.0	1,237
Muskegon Business C	0.2	0.0	10.9	1.7	87.2	0.0	1,253
Muskegon CC	0.9	0.5	6.9	1.3	90.2	0.2	5,009
Nazareth C	0.5	0.2	5.1	0.9	93.0	0.4	571
North Central Michigan C	1.0	0.0	0.2	0.0	98.7	0.1	1,681
Northern Michigan U	1.6	0.3	2.2	0.4	94.3	1.2	8,377
Northwestern Michigan C	0.5	0.5	0.3	0.5	98.2	0.0	3,448
Northwood Inst	0.0	0.7	5.3	0.9	91.6	1.4	2,119
Oakland CC	0.6	0.8	6.4	3.1	88.1	1.0	25,359
Oakland U	0.3	0.6	5.1	0.8	92.2	1.0	11,721
Olivet C	2.1	0.0	7.3	1.1	88.4	1.1	561
Reformed Bible C	1.8	3.2	1.8	4.5	68.9	19.8	222
Sacred Heart Sem C	0.5	1.5	7.6	0.5	89.9	0.0	198
Saginaw Valley St C	0.5	0.7	4.8	2.7	90.4	0.8	4,370
Saint Clair County CC	0.1	0.3	1.3	0.2	97.2	0.9	3,879
Saint John Provincial Sem	0.0	0.0	2.1	1.1	96.3	0.5	189
Saint Mary's C	0.0	0.0	3.6	0.0	92.8	3.6	195
Schoolcraft C	0.3	0.5	1.0	0.7	97.2	0.3	8,509
Shaw C at Detroit	0.0	0.2	99.6	0.2	0.0	0.0	455
Siena Heights C	0.1	0.4	6.8	2.6	84.0	6.2	1,404
Southwestern Mich C	0.7	0.2	7.9	0.6	89.9	0.6	2,465
Spring Arbor C	0.2	0.2	17.9	0.5	77.2	3.9	975
Suomi C	0.2	1.3	9.0	0.7	86.6	2.3	556
Thomas M Cooley Law Sch	0.4	0.2	2.2	0.2	97.0	0.1	1,115
Walsh C of Accounting & Bus Admin	0.4	1.0	2.9	0.4	94.9	0.3	1,811
Washtenaw CC	0.3	2.2	12.3	0.5	84.6	0.1	8,247
Wayne County CC	1.0	0.8	56.4	1.2	37.9	2.6	19,475
Wayne St U	0.9	2.7	22.2	1.7	69.7	2.8	29,775
West Shore CC	0.5	0.4	1.1	0.7	97.3	0.0	1,061
Western Michigan U	0.2	0.3	5.1	0.5	89.4	4.6	20,580
Western Theol Sem	0.0	0.8	0.0	0.0	95.1	4.1	122
William Tyndale C	0.3	0.9	23.3	1.3	72.6	1.6	318

MINNESOTA	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Alexandria Area Voc-Tech Inst	0.3%	0.3%	0.1%	0.1%	99.3%	0.0%	1,520
Anoka-Ramsey CC	0.4	0.4	0.2	0.3	98.3	0.3	4,449
Arrowhead CC-Hibbing	0.7	0.1	0.1	0.1	98.0	1.1	3,724
Augsburg C	1.0	1.0	2.2	0.3	94.9	0.6	1,502
Austin CC	0.0	0.2	0.6	0.3	95.4	3.5	888
Bemidji St U	3.2	0.2	0.4	0.2	94.9	1.1	4,882
Bethany Lutheran C	0.0	0.8	2.8	0.4	91.5	4.5	246
Bethel C	0.0	0.3	0.1	0.1	98.2	1.2	2,067
Bethel Theol Sem	0.0	1.8	1.2	0.2	94.3	2.4	493
Brainerd CC	0.4	0.4	1.1	0.0	98.2	0.0	553
Carleton C	0.3	3.7	3.0	2.0	90.6	0.4	1,884
C of Saint Benedict	0.2	0.5	0.1	0.2	90.4	8.6	2,262
C of Saint Catherine	0.2	0.7	0.8	0.9	95.8	1.7	2,285
C of Saint Scholastica	1.6	0.3	0.2	0.4	96.9	0.6	1,165
C of Saint Teresa	0.4	0.2	0.5	0.4	95.8	2.7	553
C of Saint Thomas	0.2	0.7	0.8	0.6	96.6	1.0	5,854
Concordia C at Moorhead	0.4	0.0	0.7	0.1	96.6	2.3	2,553
Concordia C at St Paul	0.1	0.3	4.6	0.1	89.8	5.0	718
Crosier Sem	0.0	0.0	0.0	0.0	100.0	0.0	26
Dakota County Area Voc-Tech Inst	0.4	4.2	0.4	0.3	94.8	0.1	1,686
Dr Martin Luther C	0.3	0.0	0.1	0.0	99.0	0.6	725
Fergus Falls CC	0.5	0.5	1.1	0.0	95.5	2.4	616
Golden Valley Lutheran C	0.2	1.3	7.6	0.0	88.6	2.3	527
Gustavus Adolphus C	0.1	0.3	0.5	0.1	97.4	1.6	2,307
Hamline U	0.3	0.6	1.7	0.7	94.0	2.6	1,882
Inver Hills CC	0.3	0.7	1.1	0.6	97.0	0.3	3,778
Lakewood CC	0.5	0.8	0.8	0.7	96.5	0.7	4,440
Luther NW Theol Sem	0.0	0.4	0.6	0.0	98.0	1.1	841
Macalester C	0.9	1.1	2.9	3.2	79.8	12.1	1,695
Mankato St U	0.2	0.4	0.7	0.2	95.3	3.1	14,083
Mayo Medical Sch	2.5	2.5	5.0	1.9	88.2	0.0	161
Metropolitan St U	1.0	0.3	1.6	0.7	96.4	0.0	3,406
Minneapolis C of Art & Design	0.6	0.6	1.8	0.6	94.5	2.0	509

Continued on Following Page

FACT-FILE—Continued

MINNESOTA—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Minneapolis CC	3.1%	1.6%	6.6%	0.7%	84.0%	4.0%	2,717
U of Minnesota							
Duluth	1.2	0.3	0.5	0.1	96.0	1.9	10,872
Mayo Grad Sch of Med	0.2	2.1	0.7	0.9	85.5	10.5	941
Minneapolis-St Paul	0.4	2.1	1.5	0.7	91.8	3.5	64,515
Morris	1.2	0.4	3.7	0.3	92.4	1.8	1,735
Tech C at Crookston	1.0	0.1	0.5	1.8	95.6	1.0	1,149
Tech C at Waseca	0.0	0.1	0.0	0.0	99.3	0.6	1,113
Minnesota Bible C	0.0	0.0	0.0	0.0	100.0	0.0	94
Moorhead State U	0.3	0.3	0.2	0.2	96.8	2.2	7,103
Normandale CC	0.3	1.0	0.7	0.3	97.5	0.3	6,276
North Central Bible C	0.6	0.6	3.5	0.7	94.2	0.5	875
North Hennepin CC	0.3	0.3	0.4	0.2	98.4	0.4	4,867
Northland CC	1.8	0.0	2.2	0.3	95.7	0.0	624
Northwestern C	0.5	0.3	0.2	0.1	97.6	1.2	864
Northwestern C of Chiropractic	0.0	0.7	0.9	0.4	97.1	0.9	455
NW Electronics Inst	1.0	7.0	1.0	1.0	89.8	0.4	732
Rochester CC	0.2	1.0	0.3	0.2	97.9	0.5	3,278
Saint Cloud St U	0.2	0.4	0.3	0.3	96.9	1.8	11,555
Saint John's U	0.0	0.8	0.3	0.7	96.0	2.2	2,028
Saint Mary's C	0.3	0.1	0.7	0.3	98.1	0.5	1,404
Saint Mary's JC	0.6	0.0	2.1	0.0	97.3	0.0	890
Saint Olaf C	0.1	1.0	0.9	0.1	96.3	1.6	3,061
Saint Paul Bible C	0.3	0.5	1.5	0.8	93.4	3.4	593
Saint Paul Sem	0.0	0.0	0.0	0.0	100.0	0.0	86
Sch of the Associated Arts	0.0	0.0	1.0	0.0	98.0	1.0	100
Southwest St U	0.1	0.7	0.9	0.3	96.1	1.9	2,127
United Theol Sem	5.3	0.0	1.2	0.0	93.1	0.4	246
Willmar CC	0.1	0.4	0.1	0.7	97.8	0.9	761
Winona St U	0.1	0.1	0.2	0.1	97.3	2.1	5,304
William Mitchell C of Law	0.3	0.6	1.7	0.3	97.0	0.0	1,172
Worthington CC	0.0	0.2	0.4	0.0	99.4	0.0	513

MISSISSIPPI	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Alcorn St U	0.0%	0.3%	96.5%	0.0%	3.2%	0.0%	2,442
Belhaven C	0.0	0.4	3.8	0.6	93.6	1.5	938
Blue Mountain C	0.3	0.3	1.8	0.0	97.3	0.3	328
Clarke C	0.7	0.0	11.5	1.4	86.3	0.0	139
Coahoma JC	0.0	0.0	95.3	0.0	4.7	0.0	1,799
Copiah-Lincoln JC	0.0	0.0	29.0	0.0	71.0	0.0	1,806
Delta St U	0.1	0.7	21.9	0.0	77.4	0.0	3,480
East Central JC	1.4	0.0	24.3	0.0	74.1	0.1	916
East Mississippi JC	0.1	0.2	36.7	0.9	62.0	0.2	1,058
Hinds JC	0.1	0.6	27.2	0.1	72.0	0.0	7,956
Holmes JC	0.0	0.2	36.5	0.8	62.4	0.0	1,227
Itawamba JC	0.0	0.0	15.4	0.0	84.6	0.0	2,549
Jackson St U	0.0	0.1	92.6	0.1	3.5	3.7	6,523
Jones County JC	0.0	0.1	23.7	0.1	76.0	0.1	2,366
Mary Holmes C	0.0	0.0	98.8	0.0	0.5	0.7	428
Meridian JC	0.9	0.4	23.0	0.3	73.7	1.8	2,782
Millsaps C	0.0	0.7	6.2	0.8	92.3	0.3	1,203
U of Mississippi							
Main campus	0.1	0.5	7.6	0.2	88.4	3.2	9,408
Med Center	0.1	2.1	6.5	0.5	90.3	0.5	1,733
Mississippi C	0.0	0.2	7.6	0.1	91.9	0.2	2,775
Mississippi Delta JC	0.1	0.3	41.0	0.0	58.6	0.0	1,817
Mississippi Gulf Coast JC	0.1	0.8	13.3	0.5	85.3	0.1	7,349
Mississippi St U	0.2	0.1	11.8	0.1	84.2	3.7	13,376
Mississippi U for Women	0.1	0.4	17.4	0.5	81.3	0.3	1,894
Mississippi Valley St U	0.0	0.1	99.4	0.0	0.3	0.2	2,238
Northeast Mississippi JC	0.1	0.3	13.2	0.0	86.4	0.0	2,352
Northwest Mississippi JC	0.0	0.0	36.4	0.8	62.9	0.0	2,451
Pearl River JC	0.0	0.1	26.6	0.0	72.9	0.3	1,730
Prentiss Normal & Industrial Inst	0.0	0.0	99.3	0.0	0.7	0.0	153
Reformed Theol Sem	0.0	0.0	2.7	0.0	84.2	13.1	221
Rust C	0.7	0.2	97.8	0.0	1.2	0.0	826
Southeastern Baptist C	0.0	0.0	10.6	0.0	89.4	0.0	66
U of Southern Mississippi	0.3	1.1	11.3	0.7	86.5	0.0	13,003
Southwest Mississippi JC	0.0	0.0	27.6	0.0	71.9	0.5	1,440
Tougaloo C	0.0	0.0	100.0	0.0	0.0	0.0	775
Utica JC	0.0	0.0	99.1	0.0	0.3	0.6	1,004
Wesley C	0.0	0.0	0.0	0.0	100.0	0.0	63
William Carey C	0.0	0.2	24.9	0.2	69.6	5.1	1,477
Wood JC	0.5	0.2	6.0	0.0	90.3	3.0	434

MISSOURI	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Aquinas Inst	0.0%	0.0%	2.6%	1.3%	92.3%	3.8%	78
Assemblies of God Grad Sch	0.0	1.0	1.4	1.9	86.0	9.7	207
Avila C	0.7	1.7	8.5	2.1	86.8	0.2	1,876
Baptist Bible C	0.4	0.2	0.9	0.3	97.1	1.0	1,479
Calvary Bible C	0.4	0.4	1.9	0.4	96.4	0.6	523
Cardinal Glennon C	0.0	0.0	1.0	0.0	98.0	1.0	99
Cardinal Newman C	0.0	2.3	2.3	3.5	88.4	3.5	86
Central Bible C	1.1	0.3	0.6	1.4	91.9	4.6	906
Central Christian C of the Bible	0.9	0.0	4.3	0.0	94.9	0.0	117
Central Methodist C	0.0	0.7	7.4	0.5	91.4	0.0	569
Central Missouri St U	0.0	0.3	6.7	0.4	90.6	2.0	9,526
Christ Seminary-Seminex	0.0	2.2	1.8	0.4	91.6	4.0	227
Cleveland Chiropractic C	0.5	2.0	1.5	0.8	92.2	3.0	398
Columbia C	0.8	1.6	16.2	2.4	76.1	2.9	2,358
Conception Sem C	0.0	0.0	0.0	1.1	98.9	0.0	91
Concordia Sem	0.0	0.5	0.7	0.4	95.5	2.9	735
Cottey C	0.3	0.3	0.3	0.6	94.5	4.1	363
Covenant Theol Sem	0.0	10.6	1.5	0.0	84.8	3.0	132
Crowder C	0.0	0.3	0.9	0.0	98.7	0.2	1,267
Culver-Stockton C	0.2	0.0	6.6	0.2	93.1	0.0	619
Drury C	0.4	0.7	3.0	0.6	94.3	1.1	2,532
East Central C	0.0	0.2	0.5	0.0	99.3	0.0	2,233
Eden Theol Sem	0.0	0.0	4.9	0.0	93.6	1.5	204
Evangel C	0.2	0.3	2.1	2.0	94.2	1.2	1,809
Fontbonne C	0.2	1.1	12.9	1.0	79.8	5.0	905
Hannibal-LaGrange C	0.4	0.4	2.6	0.2	96.4	0.0	507
Harris-Stowe St C	0.2	0.0	78.0	0.5	19.0	2.3	1,027
U of Health Sciences	0.0	2.4	1.1	0.5	95.0	1.0	622
International Grad Sch	0.0	1.2	20.7	6.1	72.0	0.0	82
Jefferson C	0.0	0.1	0.8	0.1	98.9	0.0	2,699
Kansas City Art Inst	0.5	1.4	4.1	1.6	91.3	1.1	436
Kemper Military Sch & C	0.0	7.4	9.6	1.5	75.6	5.9	135
Kenrick Sem	0.0	4.7	0.0	2.3	93.0	0.0	86
Kirksville C of Osteo Med	0.8	3.4	1.1	1.1	93.0	0.6	526
Lincoln U	2.6	2.4	34.4	1.1	52.5	7.0	2,847
Lindenwood C	0.0	0.7	6.2	0.1	87.8	5.3	1,916
Logan C of Chiropractic	0.1	0.7	0.6	0.6	96.8	1.2	680
Maryville C-St Louis	0.2	1.2	4.6	0.3	92.0	1.8	1,927
Metropolitan CC's							
Longview	0.3	0.5	3.8	0.8	94.5	0.2	5,747
Maple Woods	0.1	0.8	0.4	0.8	97.9	0.1	2,797
Penn Valley	0.4	2.4	33.8	3.1	55.7	4.7	5,734
Pioneer	0.5	4.5	53.2	1.6	39.5	0.7	440
Midwestern Baptist Theol Sem	0.0	1.0	2.3	0.4	94.7	1.6	488
Mineral Area C	0.1	0.1	0.4	0.1	99.2	0.1	1,588
U of Missouri							
Columbia	0.4	1.0	3.6	0.7	89.3	5.1	24,763
Kansas City	0.5	2.0	7.2	1.2	87.2	1.8	11,419
Rolla	0.2	2.6	2.6	1.1	88.3	5.2	7,795
St Louis	0.2	1.0	10.6	0.6	87.3	0.3	12,035
Missouri Baptist C	0.0	0.0	11.6	0.0	86.7	1.7	406
Missouri Southern St C	1.9	0.3	1.2	0.3	96.1	0.2	4,478
Missouri Valley C	0.0	0.2	19.0	0.6	79.8	0.4	480
Missouri Western St C	0.7	0.4	3.2	1.2	94.4	0.2	4,269

MISSOURI—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Moberly JC	0.1%	0.5%	10.4%	0.3%	88.1%	0.6%	1,029
Nazarene Theol Sem	0.0	0.2	0.7	1.3	93.1	4.7	448
Northeast Missouri St U	0.0	0.2	2.8	0.2	91.6	5.1	7,205
Northwest Missouri St U	0.2	0.2	2.0	0.6	94.2	2.8	5,102
Ozark Bible C	0.0	0.3	0.2	0.3	97.4	1.8	627
Park C	0.8	1.5	21.6	4.7	69.5	1.9	3,179
Rockhurst C	0.1	0.6	8.8	1.7	88.4	0.4	3,183
St Louis Christian C	0.0	0.0	4.3	0.0	95.7	0.0	161
St Louis C of Pharmacy	0.0	2.2	1.7	0.3	94.3	1.4	633
St Louis CC's							
Florissant Valley	0.3	0.5	18.1	0.4	80.5	0.1	12,069
Forest Park	0.4	0.6	43.7	0.6	53.8	0.8	7,989
Meramec	0.2	0.6	2.5	0.4	95.8	0.2	12,308
St Louis Consv of Music	0.0	3.0	3.0	0.0	80.2	13.9	101
St Louis Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	35
Saint Louis U							
Main campus	0.2	2.2	9.3	1.9	83.8	2.5	8,727
Parks C	0.0	1.1	4.6	1.1	79.6	13.7	1,029
Saint Mary's C of O'Fallon	0.0	0.6	1.3	0.2	97.9	0.0	617
Saint Mary's Sem & C	0.0	0.0	0.0	9.7	87.5	2.8	72
Saint Paul's C	0.0	0.0	2.3	0.0	97.7	0.0	130
Saint Paul's Sch of Theol	0.5	1.4	6.4	0.5	91.3	0.0	218
Sch of the Ozarks	0.0	0.3	1.5	0.0	95.7	2.4	1,293
Southeast Missouri St U	0.1	0.3	4.2	0.3	93.1	2.0	9,091
Southwest Baptist U	0.0	0.6	0.4	0.1	98.4	0.5	1,428
Southwest Missouri St U	0.1	0.6	0.7	0.3	97.7	0.6	15,015
State Fair CC	1.8	0.3	2.6	0.6	94.7	0.1	1,574
Stephens C	0.4	0.5	6.9	0.8	90.0	1.4	1,295
Tarkio C	0.0	0.2	21.2	1.2	76.8	0.7	586
Three Rivers CC	0.0	0.0	2.7	0.1	97.1	0.0	1,389
Trenton JC	0.0	0.0	2.0	0.0	98.0	0.0	555
Washington U	0.2	4.9	5.7	1.6	82.5	5.0	10,700
Webster U	0.2	0.8	11.6	0.9	84.5	2.0	4,954
Wentworth Military Acad	0.0	0.4	6.0	0.8	90.2	2.6	265
Westminster C	0.0	0.6	2.9	0.3	94.8	1.5	687
William Jewell C	0.3	0.2	2.5	0.3	95.7	0.9	1,569
William Woods C	0.3	0.1	2.8	0.8	95.8	0.3	793

MONTANA	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Big Sky Bible C	0.0%	0.0%	0.0%	0.0%	100%	0.0%	33
Blackfeet CC	94.7	0.0	0.0	0.0	5.3	0.0	190
Carroll C	0.8	0.3	0.2	0.5	97.1	1.2	1,330
C of Great Falls	5.0	0.7	3.1	1.6	87.3	2.2	1,272
Dawson CC	14.6	0.0	0.0	0.6	84.2	0.6	690
Flathead Valley CC	0.7	0.2	0.0	0.2	98.6	0.4	1,809
Miles CC	22.0	0.0	0.1	0.2	77.5	0.2	984
U of Montana	2.5	0.4	0.5	0.7	93.6	2.3	9,101
Montana U System							
Eastern Montana C	4.3	0.5	0.3	0.8	93.8	0.4	4,177
Montana C of Mineral Science & Tech	0.2	0.1	0.4	0.6	93.8	4.8	2,195
Montana St U	1.5	0.4	0.2	0.2	94.6	3.1	11,233
Northern Montana C	8.7	0.6	0.5	0.7	89.1	0.5	1,687
Western Montana C	0.7	0.4	0.2	0.3	98.3	0.1	984
Rocky Mountain C	2.1	0.3	1.8	0.0	91.0	4.9	388
Salish Kootenai CC	67.4	0.0	0.0	0.0	32.6	0.0	516

NEBRASKA	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Bellevue C	0.2%	0.3%	9.9%	4.0%	81.5%	4.1%	2,720
Central Tech CC Area	0.3	0.3	0.4	0.6	98.2	0.1	5,409
Chadron St C	0.3	0.7	0.6	0.4	98.0	0.0	1,913
C of Saint Mary	0.6	0.5	8.0	1.0	88.7	1.2	1,141
Concordia Teachers C	1.1	0.4	2.2	0.1	94.4	1.8	1,062
Creighton U	0.2	3.6	3.1	2.4	87.9	2.8	5,682
Dana C	0.4	0.4	3.6	0.0	93.3	2.4	552
Doane C	0.0	0.6	0.7	0.7	92.5	5.4	680
Grace C of the Bible	0.3	0.6	1.9	1.3	92.3	3.5	312
Hastings C	0.0	0.5	0.4	0.8	97.9	0.4	777
Kearney St C	0.2	0.3	0.2	0.4	98.7	0.2	7,276
Metropolitan Tech CC Area	2.7	1.3	12.5	1.6	81.8	0.1	6,632
Midland Lutheran C	0.1	0.0	3.7	0.0	93.5	2.8	872
Mid-Plains CC	0.1	0.3	0.3	0.7	98.6	0.0	2,470
U of Nebraska							
Lincoln	0.2	0.5	1.5	0.7	93.3	3.8	25,075
Medical Center	0.2	1.4	1.9	1.0	94.0	1.5	2,564
Omaha	0.4	0.4	5.3	1.3	91.1	1.6	14,024
Nebraska Christian C	0.0	0.0	0.0	0.6	99.4	0.0	172
Nebraska Indian CC	90.0	0.5	0.5	0.0	9.0	0.0	200
Nebraska Wesleyan U	0.2	0.5	1.4	0.4	93.7	3.8	1,179
Northeast Tech CC	0.1	0.1	0.0	0.1	99.5	0.2	1,686
Peru St C	0.0	0.2	6.7	0.5	92.2	0.3	926
Platte Valley Bible C	0.0	0.0	0.0	0.0	97.1	2.9	35
Southeastern Nebraska Tech CC Area	0.3	1.0	1.0	0.7	96.4	0.7	5,559
Union C	0.4	0.3	4.9	2.0	82.0	10.4	1,024
Wayne St C	0.4	0.1	0.6	0.2	98.3	0.4	2,321
Western Tech CC Area	0.6	0.4	0.5	4.0	94.1	0.4	1,671
York C	1.3	1.1	8.6	1.1	86.8	1.1	456

NEVADA	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Clark County CC	1.8%	3.3%	11.5%	5.1%	78.4%	0.0%	8,340
U of Nevada							
Las Vegas	0.4	2.9	5.1	3.6	86.5	1.2	11,452
Reno	0.8	1.9	1.6	1.5	91.4	2.8	9,613
Northern Nevada CC	5.1	0.8	0.2	2.5	91.5	0.0	1,073
Old C	0.7	0.0	1.3	4.5	91.4	2.0	151
Sierra Nevada C	0.5	0.0	0.0	0.0	91.5	8.0	212
Truckee Meadows CC	1.2	1.6	0.8	1.4	94.5	0.5	7,963
Western Nevada CC	2.4	1.1	0.8	1.9	93.7	0.1	2,008

NEW HAMPSHIRE	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Castle JC	0.0%	0.0%	0.0%	0.0%	100%	0.0%	128
Colby-Sawyer C	0.0	0.4	0.4	0.2	98.2	0.9	561
Daniel Webster C	0.2	0.1	2.2	0.8	96.4	0.4	1,053
Dartmouth C	1.0	1.4	5.6	0.4	87.8	3.8	4,504
Franklin Pierce C	0.2	0.5	2.9	1.4	93.3	1.7	1,805
Franklin Pierce Law Center	0.0	0.6	1.4	1.4	96.6	0.0	353
Hawthorne C	0.1	0.0	1.5	0.1	91.7	6.5	711
Merrimack Valley C	0.6	0.0	1.7	0.2	97.0	0.4	469
New England C	0.0	0.0	0.3	0.0	93.0	6.7	1,312
U of New Hampshire	0.3	0.3	0.4	0.3	97.9	0.9	12,415
Keene St C	0.1	0.0	0.0	0.1	99.6	0.1	3,705
Plymouth St C	0.2	0.2	0.4	0.3	98.7	0.3	3,544
New Hampshire C	0.1	0.2	3.4	2.5	92.3	1.6	6,820
New Hampshire Tech Inst	0.3	0.1	0.0	0.0	99.3	0.2	2,147
New Hampshire Voc-Tech C's							
Berlin	0.0	0.0	0.0	0.0	100.0	0.0	350
Claremont	0.0	0.0	0.2	0.0	99.6	0.2	452
Laconia	0.0	0.0	0.0	0.0	100.0	0.0	234
Manchester	0.0	0.2	0.0	0.0	99.8	0.0	515
Nashua	0.0	0.3	0.1	0.0	99.7	0.0	1,160
Portsmouth	0.0	0.7	2.0	0.1	97.1	0.1	1,027
Notre Dame C	1.1	0.4	1.1	0.8	96.5	0.0	716
Rivier C	0.3	0.9	0.6	0.5	96.9	0.8	2,219
Saint Anselm C	0.2	0.2	0.2	0.3	98.4	0.7	1,795
Sch of Life Long Learning	0.5	0.4	0.9	0.2	98.1	0.0	1,876
White Pines C	0.0	4.3	0.0	0.0	95.7	0.0	70

NEW JERSEY	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Assumption C	0.0%	13.0%	0.0%	4.3%	82.6%	0.0%	23
Atlantic CC	1.9	1.8	13.6	2.3	80.1	0.3	3,591
Bergen CC	0.4	2.2	4.0	3.9	87.9	1.5	11,889
Beth Medrash Govoha	0.0	0.0	0.0	0.7	90.6	8.7	904
Bloomfield C	0.2	0.4	39.4	4.4	54.0	1.6	1,830

NEW JERSEY—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Burlington County C	0.2%	2.1%	14.1%	2.1%	81.4%	0.0%	6,981
Caldwell C	0.4	0.8	13.2	3.7	78.6	3.2	749
Camden County C	0.1	1.2	12.0	1.7	85.0	0.0	8,816
Centenary C	0.2	0.3	5.2	1.0	92.4	1.0	1,257
C of Med & Dentistry of N J	0.1	3.7	10.2	6.9	78.3	0.8	1,883
C of Saint Elizabeth	0.0	1.1	8.6	4.5	84.2	1.5	880
County C of Morris	0.1	1.4	1.0	1.4	95.9	0.3	12,012
Cumberland County C	2.1	0.3	13.6	7.1	76.7	0.1	2,419
Don Bosco C	0.0	2.8	1.4	11.1	76.4	8.3	72
Drew U	0.2	2.0	4.7	2.2	87.7	3.3	2,335
Essex County C	0.1	1.8	62.5	15.7	11.7	8.1	6,062
Fairleigh Dickinson U							
Edward Williams C	0.1	2.3	15.6	5.6	74.6	1.9	1,117
Florham Park-Madison	0.5	1.3	2.5	0.9	94.4	0.4	4,974
Rutherford	0.2	1.6	4.5	4.2	88.4	1.1	4,172
Teaneck	0.4	2.7	5.2	4.5	82.4	4.8	7,970
Felician C	0.0	2.1	4.9	2.7	89.2	1.1	631
Georgian Court C	0.4	1.1	3.7	2.9	91.3	0.7	1,499
Glassboro St C	0.5	0.6	7.0	3.0	88.4	0.4	9,790
Gloucester County C	0.0	0.2	4.2	0.2	95.4	0.0	3,743
Hudson County CC	0.0	4.4	20.3	49.1	24.0	2.2	3,307
Immaculate Conception Sem	0.0	0.6	0.6	5.6	93.2	0.0	177
Jersey City St C	0.3	3.2	18.8	14.6	58.9	4.1	8,918
Kean C of New Jersey	0.1	1.1	10.7	8.5	75.9	3.6	12,984
Mercer County CC	0.5	1.8	14.5	2.2	80.1	0.9	10,248
Middlesex County C	0.2	3.6	6.3	4.7	84.5	0.7	12,526
Monmouth C	0.3	1.4	3.6	1.0	91.5	2.2	4,067
Montclair St C	1.8	0.7	5.5	6.1	84.5	1.4	14,754
New Brunswick Theol Sem	0.0	5.7	26.4	10.4	57.5	0.0	106
New Jersey Inst of Tech	0.0	6.9	6.6	6.0	74.4	6.1	6,874
Northeastern Bible C	1.3	2.0	12.0	4.3	79.1	1.3	301
Ocean County C	0.2	0.5	0.7	0.4	98.2	0.0	5,542
Passaic County CC	0.3	3.4	28.0	38.6	29.7	0.0	2,894
Princeton Theol Sem	0.1	1.6	4.3	0.7	83.8	9.5	881
Princeton U	0.2	3.4	5.5	3.6	75.7	11.5	6,153
Rabbinical C of America	0.0	0.0	0.0	0.0	66.2	33.8	231
Ramapo C of New Jersey	0.2	0.5	6.0	1.8	90.2	1.3	4,515
Rider C	0.2	0.4	2.7	1.0	94.6	1.0	5,462
Rutgers U							
Camden	0.3	1.4	10.8	2.8	84.5	0.2	5,013
New Brunswick	0.1	3.7	8.4	3.5	81.6	2.6	32,826
Newark	0.1	2.8	22.4	7.2	66.3	1.2	9,548
Saint Peter's C	0.3	2.8	8.8	13.7	73.8	0.6	4,199
Salem CC	0.6	0.7	15.5	1.3	81.9	0.0	1,223
Seton Hall U	0.1	0.6	8.3	2.3	87.7	1.1	10,349
Somerset County C	0.2	1.6	3.0	1.4	93.8	0.0	4,885
Stevens Inst of Tech	0.1	7.6	3.0	3.9	69.2	16.3	3,086
Stockton St C	0.2	0.7	7.5	1.2	88.5	2.0	5,056
Talmudical Acad of New Jersey	0.0	0.0	0.0	0.0	100.0	0.0	40
Thomas A Edison C	0.7	1.4	7.2	2.3	86.6	1.7	3,643
Trenton St C	0.2	0.5	7.2	1.5	89.5	1.2	9,940
Union C	0.1	0.8	10.7	3.9	84.6	0.0	9,531
Upsala C	0.1	1.6	25.5	3.4	68.9	0.5	1,543
Westminster Choir C	0.2	0.2	5.8	0.7	89.2	3.8	417
William Paterson C	0.2	0.9	6.1	3.2	89.5	0.0	12,139

NEW MEXICO	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
U of Albuquerque	7.0%	1.3%	6.6%	31.8%	50.1%	3.2%	1,808
C of Santa Fe	8.0	0.2	3.7	42.4	43.4	2.4	978
C of the Southwest	0.0	0.0	3.9	5.9	89.2	1.0	204
Eastern New Mexico U							
Main campus	1.3	0.8	5.3	13.2	76.7	2.7	5,571
Roswell	1.2	0.7	2.2	19.0	76.3	0.7	1,525
Inst of American Indian Arts	99.4	0.0	0.0	0.0	0.0	0.6	178
U of New Mexico							
Main campus	3.2	1.3	1.8	22.7	68.9	2.0	24,056
Gallup	49.5	0.7	0.6	12.4	36.2	0.5	1,250
New Mexico Highlands U	2.6	0.6	1.7	72.1	21.7	1.3	2,312
NM Inst of Mining & Tech	1.5	1.7	0.9	8.0	81.3	6.7	1,371
New Mexico JC	0.5	0.4	4.3	10.4	84.2	0.2	2,309
New Mexico Military Inst	1.4	4.1	7.5	15.6	66.7	4.8	765
New Mexico St U							
Main campus	1.7	0.4	1.1	23.6	70.1	3.0	13,395
Alamogordo	0.9	0.5	2.2	11.0	85.2	0.1	1,296
Carlsbad	0.4	0.0	0.7	11.8	87.1	0.0	706
Grants	7.0	0.6	0.8	21.3	70.3	0.0	474
San Juan	20.9	0.3	0.3	8.2	70.3	0.0	1,868
Northern New Mexico CC	5.4	0.4	0.6	65.1	28.6	0.0	1,846
Western New Mexico U	2.0	1.0	2.9	42.6	51.2	0.2	1,571

NEW YORK	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Acad of Aeronautics	0.0%	5.9%	20.9%	19.2%	52.1%	1.9%	1,803
Adelphi U	0.2	1.3	9.9	2.9	85.7	0.0	11,208
Albany C of Pharmacy	0.2	1.5	0.4	0.2	96.7	1.1	551
Albany Law Sch	0.3	0.8	3.0	2.1	93.8	0.0	706
Albany Med C	0.0	6.0	1.2	1.7	90.3	0.7	580
Alfred U	0.3	0.2	1.4	0.2	97.2	0.6	1,614
American Acad of Dramatic Arts	0.0	0.3	4.2	1.2	90.2	4.2	337
American Acad McCallister Inst of Funeral Services	0.0	0.0	32.1	3.0	63.7	1.2	168
Associated Beth Rivkah Schs	0.0	0.0	0.0	0.0	91.3	8.7	343
Bank Street C of Ed	0.0	1.0	13.6	17.1	67.4	0.8	595
Bard C	0.0	2.3	5.0	3.3	87.6	1.8	733
Barnard C	0.1	8.8	4.3	4.8	78.1	4.0	2,416
Be'er Shmuel Talmudical Acad	0.0	0.0	0.0	0.0	100.0	0.0	260
Belzer Yesh-Machzikei Sem	0.0	0.0	0.0	0.0	100.0	0.0	240
Beth Hamedrash Shaarei Yosher Inst	0.0	0.0	0.0	0.0	100.0	0.0	71
Beth Hatalmud Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	121
Beth Jacob Hebrew Teachers C	0.0	0.0	0.0	0.0	100.0	0.0	583
Beth Medrash Emek Halacha Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	54
Bnos Jerusalem Sem	0.0	0.0	0.0	0.0	100.0	0.0	106
Boricua C	0.0	0.0	1.1	98.9	0.0	0.0	1,060
Bramson ORT Tech Inst	0.0	4.5	27.2	5.0	63.4	0.0	202
Brooklyn Law Sch	0.1	1.4	4.3	4.1	90.2	0.0	1,310
Canisius C	0.1	0.1	2.7	0.3	96.7	0.0	4,354
Cathedral C of Immaculate Conception	0.0	2.9	5.8	8.7	82.5	0.0	103
Cazenovia C	0.0	0.2	5.3	0.5	94.0	0.0	600
Central Yeshiva Tomchei Tmimim Lubavitz	0.0	0.0	0.0	0.0	100.0	0.0	397
Christ The King Sem	0.0	0.0	1.6	0.8	97.7	0.0	129
City U of New York							
Bernard Baruch C	1.1	7.9	20.2	13.4	55.2	2.3	15,238
Brooklyn C	1.3	3.2	17.9	5.2	70.4	1.9	15,568
Bronx CC	1.6	1.5	58.2	32.0	6.0	0.6	6,648
City C	1.4	12.4	34.0	22.2	25.0	5.0	13,528
Grad Sch & U Center	0.1	3.8	5.0	6.0	72.2	12.8	3,051
Hostos CC	0.8	0.4	17.8	79.9	1.1	0.0	3,607
Hunter C	0.5	3.7	16.5	13.5	63.4	2.4	17,353
John Jay C of Criminal Justice	1.4	1.8	36.7	21.9	37.5	0.7	5,881
Kingsborough CC	1.2	1.8	20.5	8.7	67.1	0.7	8,961

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FACT-FILE—Continued

NEW YORK—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
City U of New York							
LaGuardia CC	1.8%	4.4%	39.1%	36.0%	17.1%	1.6%	6,863
Lehman C	0.6	1.9	22.9	24.2	49.5	0.9	9,591
Manhattan CC	1.4	5.1	52.7	26.8	12.7	1.3	9,866
Medgar Evers C	1.5	1.3	87.3	6.7	1.4	1.9	2,617
New York City Tech	1.4	5.4	49.2	21.4	21.1	1.6	12,261
Queens C	0.8	7.1	11.5	10.1	67.8	2.7	17,335
Queensborough CC	1.7	5.9	18.5	13.3	59.4	1.1	12,696
Staten Island	0.8	3.3	7.6	4.5	83.0	0.8	11,121
York C	0.9	5.7	60.0	14.2	13.2	6.0	4,094
Clarkson C of Tech	0.2	0.5	0.1	0.2	95.2	3.7	4,037
Colgate U	0.2	4.0	3.6	2.4	87.9	2.0	2,652
Colgate Rochester Divinity Sch-Bexley Hall-Crozer Theol Sem	0.0	0.0	14.7	0.0	85.3	0.0	224
C for Human Services	1.1	0.2	78.8	16.1	3.8	0.0	548
C of Insurance	0.0	3.1	10.7	4.2	77.0	5.0	1,622
C of Mt Saint Vincent	0.0	1.4	4.5	9.3	83.8	1.0	1,147
C of New Rochelle	0.3	0.6	46.7	9.9	41.9	0.5	5,729
C of Saint Rose	0.1	0.2	1.9	0.4	96.9	0.5	2,728
Columbia U							
Main division	0.1	4.2	3.0	2.4	87.5	2.9	16,091
Teachers C	0.0	2.6	11.4	6.2	69.4	10.5	4,155
Concordia C	0.0	0.2	10.3	1.8	80.9	6.8	455
Cooper Union	0.0	12.0	2.0	3.3	78.1	4.6	978
Cornell U							
Endowed C's	0.2	6.4	4.4	3.5	76.0	9.5	10,615
Med Center	0.2	4.9	7.0	2.8	82.0	3.0	568
Statutory C's	0.3	3.0	5.7	2.5	84.1	4.5	7,552
Culinary Inst of America	0.0	1.2	2.8	2.2	93.8	0.0	1,811
Daemen C	0.4	0.5	18.1	2.9	77.4	0.7	1,683
Darkei No'am Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	44
Dominican C of Blauvelt	0.1	2.6	2.8	3.3	90.8	0.4	1,712
Dowling C	0.1	0.4	8.3	3.1	86.8	1.3	2,153
D'Youville C	0.7	0.2	13.9	4.5	80.3	0.5	1,309
Elizabeth Seton C	0.0	0.0	32.5	12.3	51.1	4.0	1,484
Elmira C	0.2	0.5	2.5	0.6	93.6	2.6	2,548
Fordham U	0.2	1.4	8.0	10.6	78.6	1.3	13,110
Friends World C	2.5	7.4	16.0	3.7	70.4	0.0	162
General Theol Sem	1.7	0.0	6.1	2.2	87.2	2.8	179
Gruss Girls Sem	0.0	0.0	0.0	0.0	100.0	0.0	228
Hamilton C	0.1	0.9	2.6	0.9	93.1	2.5	1,642
Hartwick C	0.1	0.5	0.7	0.5	96.8	1.4	1,422
Hebrew Union C - Inst of Jewish Studies NY Branch	0.0	0.0	0.0	0.0	100.0	0.0	112
Hilbert C	0.2	0.2	7.6	2.3	89.8	0.0	619
Hobart-Smith C's	0.1	0.4	4.1	0.7	93.4	1.3	1,855
Hofstra U	0.3	1.1	5.2	2.5	89.9	1.1	10,809
Holy Trinity Orthodox Sem	0.0	0.0	0.0	0.0	100.0	0.0	53
Houghton C	0.4	0.4	3.0	0.6	91.9	3.7	1,227
Institute for Advanced Studies in Humanities	0.0	0.0	0.0	0.3	92.7	7.0	287
Institute of Design & Construction	0.0	1.7	39.9	6.9	49.1	2.3	173
Iona C	0.1	0.6	4.2	2.5	92.0	0.6	6,183
Ithaca C	0.3	0.4	1.9	0.7	94.8	1.9	5,111
Jewish Theol Sem	0.0	0.0	0.0	0.0	91.0	9.0	133
Julliard Sch	0.2	12.9	1.7	3.7	69.5	12.0	1,242
Kehilath Yakov Rabbinical Sem	0.0	0.0	0.0	0.0	100.0	0.0	210
Keuka C	1.0	1.0	3.0	2.8	92.0	0.2	500
King's C	0.3	1.0	7.9	5.0	84.2	1.6	798
LeMoyne C	0.1	0.6	1.3	0.7	96.9	0.5	2,131
Long Island C Hosp Sch of Nursing	0.7	2.2	26.1	10.4	44.8	15.7	134
Long Island Sem of Jewish Studies	0.0	0.0	0.0	0.0	100.0	0.0	64
Long Island U							
Brooklyn	0.4	7.1	36.5	9.8	42.1	4.1	6,899
C W Post	0.2	0.9	6.4	2.0	89.3	1.3	12,356
Southampton	0.0	0.4	6.6	2.5	89.7	0.9	1,221
Machzikei Hadath Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	83
Manhattan C	0.1	1.4	2.2	6.4	86.5	3.3	4,841
Manhattan Sch of Music	0.4	5.6	5.0	2.9	74.8	11.2	715
Manhattanville C	0.0	1.7	6.2	4.9	81.8	5.4	1,267
Mannes C of Music	0.0	5.9	3.0	0.7	64.5	26.0	439
Maria C of Albany	0.0	0.1	3.0	0.2	96.6	0.1	841
Maria Regina C	0.8	0.6	5.1	1.8	91.5	0.2	508
Marist C	0.1	0.2	5.6	3.3	90.4	0.4	3,158
Maryknoll Sch of Theol	0.0	4.1	0.0	4.1	83.0	8.8	171
Marymount C	0.0	0.5	10.1	5.8	81.1	2.5	1,271
Marymount Manhattan C	0.1	2.7	17.3	11.3	66.5	2.1	2,197
Mater Dei C	16.4	0.0	0.2	0.2	82.6	0.5	426
Medaille C	1.7	0.1	50.1	1.2	46.6	0.2	807
Mercy C	2.0	0.5	17.4	7.0	59.2	14.0	9,399
Mesivta Torah Vodaath Sem	0.0	0.0	0.0	0.0	100.0	0.0	500
Mesivta Eastern Parkway Rabbinical Sem	0.0	0.0	0.0	0.0	100.0	0.0	71
Mesivth Tifereth Jerusalem of America	0.0	0.0	0.0	0.0	100.0	0.0	105
Mirrer Yeshiva Central Inst	0.0	0.0	0.0	0.0	100.0	0.0	335
Molloy C	0.0	0.8	6.7	1.5	91.0	0.0	1,638
Mt Saint Alphonsus Sem	0.0	0.0	2.0	14.0	84.0	0.0	50
Mt Saint Mary C	0.1	0.1	11.9	3.1	84.8	0.0	1,038
Mount Sinai Sch of Med CUNY	0.0	4.6	4.6	5.8	84.9	0.2	483
Nazareth C of Rochester	0.1	0.4	3.3	0.7	95.6	0.0	2,423
New Sch for Social Research	0.2	2.5	11.1	3.4	74.2	8.7	4,381
New York Chiropractic C	0.0	0.6	0.4	0.6	97.8	0.5	788
NY C of Podiatric Med	0.2	2.0	7.9	2.6	86.3	1.0	504
New York Inst of Tech							
Main campus	0.1	0.8	4.7	1.8	86.3	6.3	8,122
New York	0.1	2.2	12.7	6.4	54.0	24.7	3,477
New York Law Sch	0.1	2.0	5.8	5.6	86.1	0.4	1,528
New York Med C	0.1	3.2	2.9	2.0	91.9	0.0	1,157
New York Sch of Interior Design	0.0	4.3	3.0	2.2	81.2	9.3	821
New York Theol Sem	0.0	9.1	36.9	13.7	38.6	1.7	241
New York U	0.3	6.5	6.4	5.0	77.8	4.1	32,460
Niagara U	0.3	0.5	5.2	1.3	87.1	5.5	3,825
Nyack C	0.0	2.4	4.6	4.9	86.1	2.1	761
Ohel Shmuel Yeshiva	0.0	0.0	0.0	0.0	100.0	0.0	38
Ohr Hameir Theol Sem	0.0	0.0	0.0	0.0	100.0	0.0	34
Pace U							
Pleasantville-Briarcliff	1.1	0.9	3.3	2.3	91.7	0.7	4,400
New York	0.6	5.7	19.7	9.6	62.5	1.8	14,285
White Plains	1.1	1.7	5.1	2.1	89.1	0.9	4,460
Parsons Sch of Design	0.4	7.3	7.2	4.9	68.5	11.7	2,710
Paul Smith's C Arts & Sciences	0.0	0.1	0.3	0.1	97.2	2.2	893
Polytech Inst of NY	0.0	20.1	4.8	4.3	59.2	11.5	4,930
Pratt Inst	0.0	5.9	15.3	5.8	61.8	11.2	4,072
Rabbi Isaac Elchanan Theol Sem	0.0	0.0	0.0	0.0	96.2	3.8	234
Rabbinical Acad Mesivta Chaim Berlin	0.0	0.0	0.0	0.0	100.0	0.0	447
Rabbinical C Beth Shraga	0.0	0.0	0.0	0.0	100.0	0.0	46
Rabbinical C Bobover B'nei Zion	0.0	0.0	0.0	0.0	100.0	0.0	272
Rabbinical C Ch'san Sofer	0.0	0.0	0.0	0.0	100.0	0.0	118

NEW YORK—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Rabbinical C of Kamenitz Yeshiva	0.0%	0.0%	0.0%	0.0%	100%	0.0%	45
Rabbinical C of L I	0.0	0.0	0.0	0.0	100.0	0.0	96
Rabbinical Sem Adas Yereim	0.0	0.0	0.0	0.0	100.0	0.0	114
Rabbinical Sem of America	0.0	0.0	0.0	0.0	100.0	0.0	178
Rabbinical Sem Beth Yitzchok D'Spinka	0.0	0.0	0.0	0.0	100.0	0.0	56
Rabbinical Sem M'kor Chaim	0.0	0.0	0.0	0.0	100.0	0.0	87
Rabbinical Sem Munkacs	0.0	0.0	0.0	0.0	100.0	0.0	510
Rensselaer Poly Inst	0.1	3.1	2.0	2.5	82.7	9.6	6,673
Rika Breuer Teachers Sem	0.0	0.0	0.0	0.0	97.7	2.3	131
Roberts Wesleyan C	0.2	0.7	4.1	1.0	90.7	3.4	612
U of Rochester	0.2	2.4	3.1	0.8	87.2	6.3	8,561
Rochester Business Inst	0.3	1.4	2.9	1.0	94.0	0.5	16,146
Rochester Inst of Tech	0.3	1.4	2.9	1.0	94.0	0.5	16,146
Rockefeller U	0.0	3.1	0.0	1.0	76.0	19.8	96
Russell Sage C							
Main campus	0.4	0.5	2.7	0.8	94.5	1.1	3,135
JC of Albany	0.2	3.3	18.3	2.6	73.7	1.9	1,184
Saint Bernard's Sem	0.0	1.8	1.8	0.0	96.5	0.0	57
Saint Bonaventure U	0.3	0.2	0.4	0.0	98.7	0.3	2,751
Saint Francis C	0.5	2.6	25.0	6.8	63.8	1.3	2,839
Saint John Fisher C	0.2	0.2	2.0	0.6	96.6	0.4	2,318
Saint John's U	0.1	3.0	5.4	3.2	83.6	4.6	18,961
Saint Joseph's C							
Main campus	0.0	17.4	40.7	6.0	34.3	1.7	1,007
Suffolk	0.0	0.0	1.5	5.0	93.5	0.0	1,318
Saint Joseph's Sem & C	0.0	0.6	3.4	3.4	91.0	1.7	178
Saint Lawrence U	0.0	0.0	1.9	0.0	96.9	1.3	2,432
Saint Thomas Aquinas C	0.0	0.3	5.1	3.7	90.5	0.5	1,973
Saint Vladamir Orthodox Theol Sem	0.0	1.1	0.0	0.0	87.4	11.6	95
Sara Schenirer Teachers Sem	0.0	0.0	0.0	0.0	100.0	0.0	102
Sarah Lawrence C	0.4	2.9	4.8	2.6	86.9	2.3	1,026
Sem of the Immaculate Conception	0.0	0.0	0.5	1.6	97.4	0.5	189
Sh'or Yoshuv Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	120
Siena C	0.0	0.4	1.4	0.6	97.4	0.2	3,403
Skidmore C	0.1	1.5	4.2	1.7	90.7	1.8	2,457
St U of New York							
Albany	0.2	1.7	3.5	2.3	89.4	3.0	15,726
Binghamton	0.2	1.0	3.1	1.4	91.8	2.4	11,725
Buffalo							
Main campus	0.4	3.1	5.7	1.5	82.3	7.0	23,479
Health Sciences Ctr	0.2	2.5	4.6	0.9	88.1	3.7	3,360
Stony Brook							
Main campus	0.2	7.2	5.4	3.7	76.4	7.2	14,741
Health Sciences Ctr	0.1	1.9	4.6	4.2	88.2	1.0	1,440
Empire State C	0.2	1.4	11.8	4.6	81.7	0.2	5,201
C at Brockport	0.2	0.5	6.4	1.3	89.5	2.1	7,401
C at Buffalo	0.5	0.7	8.5	1.2	87.4	1.7	11,430
C at Cortland	0.2	0.4	1.8	0.9	95.6	1.1	5,994
C at Fredonia	0.3	0.2	2.0	0.6	96.2	0.7	5,192
C at Geneseo	0.4	0.2	1.0	0.5	97.9	0.0	5,231
C at New Paltz	2.1	1.0	10.5	4.2	78.9	3.3	7,418
C at Old Westbury	0.0	3.2	35.9	8.0	52.9	0.0	3,755
C at Oneonta	0.1	0.4	2.4	1.1	94.7	1.3	6,124
C at Oswego	0.2	0.4	1.7	0.9	96.3	0.5	7,841
C at Plattsburgh	0.3	0.4	3.3	1.2	92.6	2.2	6,019
C at Potsdam	0.2	0.3	0.4	0.3	96.4	2.4	4,920
C at Purchase	0.2	0.5	3.9	2.1	91.4	2.0	3,688
Downstate Medical Ctr	0.1	2.8	13.2	3.7	79.0	1.3	1,414
Upstate Medical Ctr	0.1	1.4	3.0	1.7	93.1	0.6	927
C of Optometry	0.0	4.3	2.8	2.0	89.8	1.2	254
A&T C at Alfred	2.1	1.3	1.2	5.1	90.2	0.2	4,173
A&T C at Canton	0.4	0.0	0.3	0.0	98.8	0.5	2,617
A&T C at Cobleskill	0.4	0.2	1.4	0.6	96.8	0.5	2,931
A&T C at Delhi	0.2	0.2	2.2	1.0	95.7	0.7	2,448
A&T C at Farmingdale	0.7	0.9	4.8	3.7	89.8	0.2	13,427
A&T C at Morrisville	0.7	0.2	1.9	1.4	95.2	0.6	3,046
C of Environmental Science & Forestry	0.3	0.4	0.1	0.6	93.4	5.2	1,587
Maritime C	0.2	3.9	2.2	1.4	85.5	6.7	1,126
C of Tech at Utica-Rome	0.2	1.2	2.4	0.4	95.4	0.3	3,054
Fashion Inst of Tech	0.1	11.0	15.1	9.8	61.9	2.2	9,704
C of Ceramics at Alfred	0.1	1.4	0.9	0.3	92.3	5.0	762
Adirondack CC	0.1	0.2	0.9	0.2	98.4	0.2	3,019
Broome CC	0.2	0.7	1.8	0.4	94.8	2.1	6,833
Cayuga County CC	0.2	0.8	2.7	0.5	95.8	0.0	3,466
Clinton CC	0.6	0.3	9.2	2.7	86.8	0.5	1,404
Columbia-Greene CC	0.1	0.4	2.4	0.7	94.2	2.3	1,423
CC of the Finger Lakes	0.4	0.3	1.1	0.3	97.9	0.0	3,070
Corning CC	0.3	0.2	2.2	0.2	96.9	0.2	3,433
Dutchess CC	0.2	1.5	5.1	1.2	91.2	0.8	7,205
Erie CC							
Buffalo	0.2	0.1	10.8	2.5	85.8	0.6	1,777
Orchard Park	0.3	0.2	7.1	1.7	90.1	0.5	4,032
Williamsville	0.3	0.2	8.1	1.9	88.9	0.6	7,277
Fulton-Montgomery CC	0.6	0.3	2.1	0.9	87.8	8.2	1,616
Genesee CC	0.6	0.2	4.0	0.4	94.6	0.1	2,423
Herkimer County CC	0.0	0.0	1.6	0.3	97.9	0.2	2,255
Hudson Valley CC	1.9	0.3	1.8	0.4	94.2	1.4	7,826
Jamestown CC	0.7	0.1	1.3	0.3	97.6	0.0	4,371
Jefferson CC	0.2	0.4	0.5	0.3	98.5	0.1	1,805
Mohawk Valley CC	0.3	0.4	5.8	1.4	91.8	0.4	6,788
Monroe CC	0.3	1.6	8.0	1.7	88.1	0.4	11,138
Nassau CC	0.9	1.0	7.1	3.1	87.8	0.1	23,089
Niagara County CC	1.3	0.2	4.3	0.4	93.5	0.3	4,375
North Country CC	0.2	0.0	0.6	0.2	99.0	0.0	1,513
Onondaga CC	0.3	0.4	2.6	0.2	96.5	0.0	7,513
Orange County CC	0.1	0.4	3.2	2.1	93.8	0.3	5,425
Rockland CC	1.4	2.8	11.4	4.8	78.5	1.2	8,400
Schenectady County CC	0.3	0.9	3.8	0.9	93.8	0.2	3,103
Suffolk County CC							
Riverhead	0.0	0.1	1.9	1.0	96.9	0.0	2,165
Selden	0.1	0.2	1.5	1.0	97.2	0.0	13,682
Brentwood	0.1	0.2	1.8	1.1	96.8	0.0	5,209
Sullivan County CC	0.1	0.2	14.6	3.7	81.4	0.0	1,654
Tompkins-Cortland CC	0.0	1.3	2.3	0.8	95.5	0.2	3,198
Ulster County CC	0.3	0.2	2.9	3.3	93.1	0.2	3,106
Westchester CC	0.1	3.9	11.6	2.0	80.7	1.7	8,639
Syracuse U							
Main campus	0.2	1.3	5.6	1.5	86.0	5.4	21,124
Utica C	0.1	0.6	6.4	0.9	90.7	1.3	2,345
Talmudical Sem Oholei Torah	0.0	0.0	0.0	0.0	100.0	0.0	115
Talmudic Inst of Upstate NY	0.0	0.0	0.0	0.0	100.0	0.0	23
Torah Temimah Talmud Sem	0.0	0.0	0.0	0.0	100.0	0.0	77
Touro C	0.0	2.2	25.9	8.0	62.7	1.2	2,233
Trocaire C	1.0	0.0	6.3	1.0	91.6	0.0	883
Union C	0.1	2.3	1.3	0.6	94.4	1.3	3,421
Union Theol Sem	0.0	0.0	14.4	2.6	75.0	8.0	312
United Talmudical Acad	0.0	0.0	0.0	0.0	100.0	0.0	669
U of the St of NY Regents External Degree Program	1.0	2.9	12.2	4.2	78.6	1.1	18,695
Vassar C	0.2	2.8	5.2	1.3	88.2	2.2	2,356
Villa Maria C	0.1	0.0	16.4	0.1	83.3	0.0	762
Wadhams Hall Sem-C	0.0	0.0	0.0	0.0	97.1	2.9	68
Wagner C	0.1	0.2	4.4	1.8	75.4	18.1	2,305
Webb Inst of Naval Architecture	0.0	0.0	0.0	0.0	100.0	0.0	79
Wells C	0.0	1.2	2.8	1.2	93.7	1.2	509

NEW YORK—Continued	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
Yeshiva Beth Hillel Krasna	0.0%	0.0%	0.0%	0.0%	100%	0.0%	25
Yeshiva Bnei Torah	0.0	0.0	0.0	0.0	100.0	0.0	26
Yeshiva Chofetz Chaim Radun	0.0	0.0	0.0	0.0	100.0	0.0	37
Yeshiva Karlin Stolin Inst	0.0	0.0	0.0	0.0	100.0	0.0	75
Yeshiva of Nitra Rabbinical C	0.0	0.0	0.0	0.0	100.0	0.0	116
Yeshiva Shaar Hatorah	0.0	0.0	0.0	0.0	100.0	0.0	42
Yeshiva U	0.1	1.9	1.3	1.4	91.6	3.8	4,384
Yeshivat Mikdash Melech	0.0	0.0	0.0	0.0	100.0	0.0	29
Yeshivath Vizhitz	0.0	0.0	0.0	0.0	100.0	0.0	96
Yeshivath Zichron Moshe	0.0	0.0	0.0	0.0	100.0	0.0	115
NORTH CAROLINA							
Anson Tech C	0.2%	0.2%	31.2%	0.0%	68.4%	0.0%	621
Asheville Buncombe Tech C	0.6	0.4	5.4	0.2	93.1	0.3	2,615
Atlantic Christian C	0.3	0.3	12.2	0.1	85.7	1.4	1,537
Barber-Scotia C	0.0	0.0	98.7	0.0	0.8	0.5	374
Beaufort County CC	0.3	0.2	23.3	0.0	76.2	0.0	1,084
Belmont Abbey C	0.1	0.2	6.9	0.6	89.3	2.9	801
Bennett C	0.0	0.0	100.0	0.0	0.0	0.0	542
Bladen Tech Inst	0.7	0.0	47.4	0.0	51.9	0.0	401
Blue Ridge Tech C	0.4	0.3	3.5	0.4	95.5	0.0	1,127
Brevard C	0.0	0.0	3.4	0.8	91.9	3.9	727
Brunswick Tech C	0.0	0.0	20.4	0.0	79.6	0.0	387
Caldwell CC & Tech Inst	0.4	0.2	6.6	0.4	92.2	0.2	2,313
Campbell U	0.3	0.0	9.9	1.7	85.5	2.5	3,052
Cape Fear Tech Inst	0.4	0.2	18.9	0.2	79.9	0.3	1,927
Carteret Tech Inst	1.0	0.3	6.9	0.1	91.7	0.0	1,025
Catawba C	0.1	0.2	12.4	0.1	86.5	0.7	987
Catawba Valley Tech C	0.2	0.2	7.4	0.0	92.2	0.0	2,403
Central Carolina Tech C	0.2	0.5	19.6	0.7	79.1	0.0	2,156
Central Piedmont CC	0.5	1.5	17.0	0.5	77.9	2.6	16,547
Chowan C	0.6	2.1	23.7	1.2	64.0	8.3	1,087
Cleveland Tech C	0.1	0.4	20.5	0.1	78.9	0.0	1,373
Coastal Carolina CC	0.7	1.0	17.5	2.0	78.8	0.1	2,744
C of the Albemarle	0.1	0.3	20.8	0.0	78.8	0.0	1,451
Craven CC	0.6	0.7	17.7	3.4	77.7	0.0	1,814
Davidson C	0.0	0.5	3.2	0.0	95.6	0.6	1,402
Davidson County CC	0.3	0.4	8.0	0.1	91.1	0.1	2,597
Duke U	0.1	2.0	4.5	1.0	88.3	4.1	9,794
Durham Tech Inst	0.4	1.9	37.3	0.7	59.7	0.0	3,867
East Coast Bible C	0.0	0.5	3.2	0.0	94.5	1.8	219
Edgecombe Tech C	0.6	0.0	49.8	0.0	49.6	0.0	1,115
Elon C	0.3	0.2	9.1	0.1	89.9	0.5	2,625
Fayetteville Tech Inst	1.4	1.6	28.7	2.6	65.5	0.3	5,682
Forsyth Tech Inst	0.4	0.4	23.4	0.4	75.5	0.0	3,118
Gardner-Webb C	0.2	0.2	9.1	0.1	89.8	0.6	1,740
Gaston C	0.3	0.3	9.1	0.2	90.0	0.1	3,318
Greensboro C	0.3	0.2	19.1	1.0	78.8	0.5	585
Guilford C	0.2	0.1	5.2	0.8	89.9	3.8	1,625
Guilford Tech CC	0.3	0.0	22.5	1.2	75.2	0.7	4,175
Halifax CC	2.3	0.1	41.8	0.2	55.5	0.2	1,231
Haywood Tech C	0.3	0.1	0.9	0.2	98.1	0.3	958
High Point C	0.0	0.4	7.3	0.5	88.2	3.5	1,355
Isothermal CC	0.1	0.3	7.5	0.3	91.8	0.0	2,571
James Sprunt Tech C	0.0	0.1	38.4	0.4	61.1	0.1	855
Johnson C Smith U	0.0	0.0	97.8	0.1	0.0	2.1	1,192
Johnston Tech C	0.3	0.1	21.8	0.1	77.7	0.0	1,854
John Wesley C	0.0	0.0	2.2	0.0	96.7	1.1	92
King's C-Raleigh	0.0	0.0	81.3	0.0	17.7	1.0	299
Lees-McRae C	0.3	0.1	5.8	0.3	92.9	0.8	709
Lenoir CC	0.1	0.2	30.1	0.2	69.3	0.0	2,119
Lenoir-Rhyne C	0.1	0.4	4.7	0.4	94.0	0.4	1,382
Livingstone C	0.0	0.0	97.2	0.0	2.8	0.0	618
Louisburg C	0.7	0.0	13.7	0.3	84.8	0.6	717
Mars Hill C	0.7	0.1	3.9	0.0	95.2	0.2	1,525
Martin CC	0.0	0.0	38.4	0.0	61.6	0.0	686
Mayland Tech C	0.1	0.0	2.4	0.0	97.5	0.0	720
McDowell Tech Inst	0.3	0.2	7.9	0.0	91.7	0.0	646
Meredith C	0.1	0.8	2.0	0.3	95.9	0.9	1,615
Methodist C	0.7	1.6	17.2	0.6	76.7	3.2	810
Mitchell CC	0.2	0.1	14.9	0.2	84.6	0.0	1,303
Montgomery Tech C	1.6	0.2	28.4	0.4	69.4	0.0	500
Montreat-Anderson C	0.0	1.3	3.9	1.5	89.9	3.4	398
Mt Olive C	0.2	1.5	19.1	0.4	78.9	0.0	536
Nash Tech Inst	2.4	0.1	28.2	0.1	69.2	0.0	1,744
U of North Carolina System							
Appalachian St U	0.2	0.2	3.2	0.3	95.9	0.2	10,437
East Carolina U	0.6	0.7	10.4	0.7	87.0	0.6	14,510
Elizabeth City St U	0.3	0.3	85.8	0.1	12.5	0.9	1,532
Fayetteville St U	0.5	0.5	77.1	0.9	20.3	0.6	2,410
N C A&T St U	0.1	0.2	82.2	0.1	9.1	8.4	5,228
N C Central U	0.1	0.2	85.9	0.1	12.2	1.4	4,990
N C Sch of the Arts	0.2	1.1	8.0	0.9	87.7	2.1	535
N C St U at Raleigh	0.3	1.5	7.5	0.7	86.3	3.6	22,669
Pembroke St U	23.7	0.3	12.9	0.6	61.3	1.2	2,191
U of North Carolina							
Asheville	0.2	0.7	3.8	0.5	94.0	0.8	2,520
Chapel Hill	0.6	0.9	8.7	0.6	87.7	1.6	22,071
Charlotte	0.2	1.1	8.1	0.8	86.5	3.3	10,336
Greensboro	0.2	0.6	10.0	0.4	87.4	1.4	10,332
Wilmington	0.1	0.5	7.3	0.4	91.3	0.3	5,766
Western Carolina U	1.4	0.4	5.3	0.3	90.6	2.0	6,361
Winston-Salem St U	0.1	0.4	86.3	0.1	13.1	0.0	2,258
N C Wesleyan C	0.2	0.3	18.2	0.3	79.4	1.5	932
Pamlico Tech Inst	0.0	0.0	34.5	1.2	64.3	0.0	168
Peace C	0.0	0.4	0.4	0.2	98.9	0.0	454
Pfeiffer C	0.0	0.2	8.7	0.6	88.9	1.5	812
Piedmont Bible C	0.0	0.0	0.5	0.0	97.5	2.0	405
Piedmont Tech C	0.6	0.2	38.1	0.1	60.9	0.0	808
Pitt CC	0.1	0.5	22.4	0.1	76.3	0.8	2,771
Queens C	0.0	0.5	3.3	0.5	94.7	1.1	1,102
Randolph Tech C	0.2	0.3	5.6	0.1	93.9	0.1	1,189
Richmond Tech C	5.9	0.2	33.0	0.0	61.0	0.0	1,082
Roanoke Bible C	0.0	0.0	1.3	0.0	98.7	0.0	151
Roanoke-Chowan Tech C	0.5	0.0	47.9	0.0	51.6	0.0	653
Robeson Tech C	33.4	0.5	23.2	0.7	42.2	0.0	1,148
Rockingham CC	0.1	0.3	15.8	0.1	83.7	0.1	1,674
Rowan Tech C	0.3	0.0	13.1	0.0	86.3	0.2	2,064
Sacred Heart C	0.0	2.5	6.8	1.3	63.8	25.6	395
Saint Andrew's Presbyterian C	0.8	0.5	11.2	1.2	85.3	0.9	756
Saint Augustine's C	0.2	0.1	91.8	0.1	0.6	7.2	1,581
Saint Mary's C	0.3	0.0	0.3	0.0	96.3	3.1	321
Salem C	0.3	0.3	1.8	0.5	95.6	1.5	619
Sampson Tech C	1.9	0.0	32.8	0.3	65.0	0.0	792
Sandhills CC	1.8	0.2	15.9	0.2	81.9	0.0	1,937
Shaw U	0.1	0.0	86.2	0.0	1.0	12.7	1,632
SE Baptist Theol Sem	0.0	1.2	2.2	0.2	96.5	0.0	1,108
Southeastern CC	3.0	0.0	24.4	0.0	72.5	0.1	1,722
Southwestern Tech C	7.7	0.2	1.2	0.3	90.5	0.1	1,189
Stanly Tech C	0.7	0.4	9.7	0.1	88.1	1.1	1,015
Surry CC	0.2	0.1	5.0	0.2	94.5	0.0	2,243
Tech C of Alamance	0.3	0.2	17.0	0.2	82.2	0.0	2,052
Tri-County CC	2.6	0.3	1.2	0.0	95.9	0.0	761
Vance-Granville CC	0.4	0.0	40.9	0.0	58.5	0.2	1,410
Wake Forest U	0.2	0.4	3.7	0.6	93.9	1.2	4,795
Wake Tech C	0.3	0.9	15.4	0.5	82.7	0.2	3,313
Warren Wilson C	0.2	0.9	2.4	0.7	88.2	7.5	535
Wayne CC	0.2	0.4	24.5	0.3	74.3	0.2	2,330
Western Piedmont CC	0.2	0.2	7.7	0.6	91.3	0.1	1,079
Wilkes CC	0.1	0.2	5.0	0.2	94.3	0.3	2,781

NORTH CAROLINA —Continued

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Wilson County Tech Inst	0.2%	0.1%	31.6%	1.0%	67.1%	0.0%	1,445
Wingate C	0.3	0.1	4.7	0.3	93.7	0.9	1,481

NORTH DAKOTA

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Bismarck JC	0.8%	0.4%	0.2%	0.0%	96.4%	0.3%	2,346
Dickinson St C	1.6	0.0	0.6	0.2	95.3	2.3	1,162
Fort Bethold CC	83.6	0.0	0.0	0.0	16.4	0.0	67
Jamestown C	1.3	0.3	4.7	0.3	90.1	3.2	616
Lake Region CC	4.4	2.9	0.0	0.0	92.7	0.0	751
Mary C	5.8	0.1	0.3	0.0	93.0	0.8	1,121
Mayville St C	5.8	0.0	1.2	0.3	90.5	2.3	695
Minot St C	1.9	0.4	1.7	0.7	92.1	3.2	2,695
U of North Dakota							
Main campus	1.9	0.7	0.6	0.3	94.1	2.4	10,905
Williston	3.5	0.2	0.2	1.7	94.4	0.2	605
ND St Sch of Science	3.9	0.2	0.4	0.1	95.4	0.1	3,398
North Dakota St U							
Main campus	0.3	0.3	0.2	0.1	96.2	3.0	9,463
Bottineau	2.2	0.0	0.7	0.0	93.6	3.6	450
Northwest Bible C	0.0	0.0	7.0	0.0	93.0	0.0	114
Standing Rock CC	86.6	0.0	0.5	0.0	12.9	0.0	201
Trinity Bible Inst	2.5	1.2	0.9	0.9	94.1	0.3	321
Turtle Mountain CC	86.3	0.0	0.0	0.0	13.7	0.0	233
Valley City St C	0.6	0.0	0.9	0.1	97.5	0.8	1,081

OHIO

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
ATES Tech Inst	0.0%	0.0%	6.6%	3.3%	90.1%	0.0%	63[illegible]
U Akron							
Main campus	0.4	0.6	6.8	0.3	89.6	2.4	26,569
Wayne Gen Tech C	1.0	0.3	0.8	0.2	97.7	0.0	899
Antioch U	1.2	1.3	26.0	2.6	66.9	2.1	3,249
Art Acad of Cincinnati	0.0	0.4	4.6	0.4	93.3	1.2	240
Ashland C	0.0	0.0	8.6	0.2	89.6	1.7	2,876
Athenaeum of Ohio	0.0	0.0	1.2	0.0	98.2	0.6	165
Baldwin-Wallace C	0.2	0.8	6.9	1.0	90.1	1.1	3,755
Belmont Tech C	0.0	0.0	0.6	0.0	98.9	0.5	1,005
Bluffton C	0.0	0.0	4.0	1.0	92.6	2.4	593
Borromeo C	0.0	0.0	0.9	2.7	95.6	0.9	113
Bowling Green St U							
Main campus	0.1	0.6	3.6	0.6	94.2	0.9	17,173
Firelands	0.2	0.1	1.5	0.3	97.9	0.1	1,310
C of Mt Saint Joseph-on-the-Ohio	0.0	0.5	4.6	0.4	94.4	0.1	1,699
Capital U	0.1	0.4	6.6	0.3	91.7	1.1	2,560
Case Western Reserve U	0.3	3.3	3.9	0.8	82.0	9.7	8,529
Cedarville C	0.0	0.1	0.7	0.3	98.0	0.9	1,730
Central Ohio Tech C	0.4	0.6	1.6	0.2	97.2	0.0	1,236
Central St U	0.2	0.1	78.9	0.2	14.0	6.6	2,424
Chatfield C	0.0	0.0	0.0	0.0	95.8	4.2	96
U of Cincinnati							
Main campus	0.2	1.8	10.4	0.8	85.2	1.5	32,905
Clermont C	1.2	0.1	0.6	0.5	97.5	0.1	1,259
Raymond Walters C	0.9	0.9	5.8	0.9	91.0	0.5	3,742
Cincinnati Bible Sem	0.1	0.0	0.9	0.0	96.2	2.8	786
Cincinnati C of Mortuary Science	0.0	0.0	9.3	0.0	88.7	2.1	97
Cincinnati Tech C	0.1	0.6	14.1	0.2	84.3	0.8	3,962
Circleville Bible C	0.9	0.0	0.9	0.0	97.4	0.9	232
Clark Tech C	0.2	0.2	8.0	0.3	90.4	0.9	2,651
Cleveland C of Jewish Studies	0.0	0.0	0.0	0.0	96.2	3.8	79
Cleveland Inst of Art	0.0	0.4	6.2	1.2	92.2	0.0	562
Cleveland Inst of Music	0.0	4.5	3.7	1.1	83.3	7.4	269
Cleveland St U	0.5	0.7	11.3	0.6	85.5	1.4	18,944
C of Wooster	0.6	1.3	3.9	0.6	88.6	5.0	1,757
Columbus C of Art & Design	0.2	0.6	5.7	0.6	91.5	1.4	1,189
Columbus Tech Inst	0.2	1.4	17.1	0.6	80.3	0.3	9,280
Cuyahoga CC District	0.6	1.4	25.3	1.3	69.9	1.4	26,469
U of Dayton	0.1	1.8	5.2	2.0	89.2	1.7	10,958
Defiance C	0.0	0.1	8.1	2.6	87.1	2.1	815
Denison U	0.0	0.6	4.2	0.3	93.4	1.5	2,162
Dyke C	0.1	0.2	52.3	1.9	44.2	1.3	1,441
Edison St CC	0.3	0.4	0.7	0.3	98.3	0.0	2,240
Electronic Tech Inst	0.0	13.3	1.0	2.7	83.0		
Findlay C	0.1	0.3	5.9	1.9	85.5	6.4	1,190
Franklin U	0.2	0.2	10.3	0.2	88.3	0.9	4,983
Heidelberg C	0.1	0.0	5.1	1.0	92.0	1.8	840
Hiram C	0.1	0.4	4.7	0.2	93.9	0.6	1,223
Hocking Tech C	0.0	0.0	0.9	0.1	96.8	2.2	3,523
Jefferson Tech C	0.0	0.2	3.0	0.0	96.6	0.2	1,789
John Carroll U	0.1	0.8	3.5	0.8	94.2	0.5	3,767
Kent St U							
Main campus	0.1	0.6	5.5	0.5	89.2	4.2	19,927
Ashtabula	0.3	0.4	1.4	0.0	97.7	0.3	1,027
East Liverpool	0.0	0.3	3.7	0.3	95.4	0.3	656
Stark County	0.1	0.4	3.4	0.1	95.4	0.6	1,743
Trumbull	0.0	0.1	5.7	0.3	93.7	0.2	1,518
Tuscarawas	0.3	0.1	0.4	0.3	98.8	0.1	976
Salem	0.5	0.0	0.3	0.0	98.9	0.3	616
Kenyon C	0.0	0.6	1.1	0.4	96.3	1.5	1,414
Kettering C of Med Arts	0.0	1.1	2.3	0.6	96.0	0.0	530
Lake Erie C	0.2	0.7	2.0	0.3	94.1	2.7	964
Lakeland CC	0.1	0.4	1.4	0.2	97.4	0.5	9,234
Lima Tech C	0.0	0.2	4.7	0.8	94.2	0.0	2,324
Lorain County CC	0.2	0.2	6.1	3.3	89.7	0.4	6,692
Lourdes C	0.0	0.3	2.1	0.5	96.7	0.4	762
Malone C	0.0	0.5	4.4	0.2	93.8	1.1	872
Marietta C	0.0	0.1	0.3	0.1	98.5	1.0	1,438
Marion Tech C	0.5	1.0	4.5	0.4	92.2	1.4	1,516
Med C of Ohio at Toledo	0.4	4.8	4.6	1.1	88.2	0.9	561
Methodist Theol Sch	0.0	1.2	7.5	0.0	90.9	0.4	241
Miami U							
Hamilton	0.0	0.5	3.3	0.3	94.7	1.1	1,767
Middletown	0.2	0.2	2.1	0.1	93.9	3.6	1,683
Oxford	0.0	0.4	2.1	0.3	94.6	2.5	14,872
Michael J Owens Tech C	0.3	0.4	6.8	1.3	90.0	1.2	4,344
Mt Union C	0.0	0.0	3.8	0.7	94.8	0.7	981
Mt Vernon Nazarene C	0.0	0.1	0.6	0.3	98.8	0.2	1,027
Muskingum Area Tech C	0.1	0.1	2.5	0.1	97.1	0.0	1,422
Muskingum C	0.1	0.0	1.8	0.3	96.0	1.8	1,040
North Central Tech C	0.0	0.3	2.6	0.4	96.7	0.0	1,962
Northwest Tech C	0.1	0.0	0.1	2.2	97.6	0.0	917
Notre Dame C	0.0	0.4	16.5	0.3	81.1	1.6	671
Northeastern Ohio U C of Med	0.3	4.4	1.5	0.9	92.9	0.0	340
Oberlin C	0.1	3.7	8.3	1.3	85.0	1.6	2,809
Ohio C of Podiatric Med	0.2	1.2	9.4	0.8	87.1	1.3	596
Ohio Dominican C	0.0	0.2	12.6	1.2	73.3	12.8	1,019
Ohio Northern U	0.0	0.8	2.0	0.4	94.4	2.4	2,625
Ohio St U Ag & Tech Inst	0.0	0.0	0.6	0.0	99.3	0.1	705
Ohio St U							
Main campus	0.1	1.3	4.5	0.7	89.2	4.1	53,438
Lima	0.4	0.1	1.8	0.6	97.1	0.0	901
Mansfield	0.2	0.3	2.4	0.3	96.8	0.1	1,095
Marion	0.1	0.3	3.0	0.1	96.4	0.0	729
Newark	0.3	0.4	0.9	0.2	98.1	0.0	911
Ohio U							
Main campus	0.3	0.3	5.1	0.4	83.6	10.3	15,734
Belmont	0.2	0.0	0.3	0.0	98.8	0.6	956
Chillicothe	0.8	0.0	3.2	0.2	95.7	0.1	1,120
Lancaster	0.3	0.1	0.5	0.0	99.0	0.1	1,474
Zanesville	0.3	0.0	1.3	0.2	98.1	0.0	906
Ohio Wesleyan U	0.0	0.5	3.2	0.7	90.0	4.9	2,004
Otterbein C	0.1	0.4	2.0	0.2	93.1	4.1	1,628
Pontifical C of Josephinum	0.0	2.9	0.0	10.0	84.7	2.4	209

OHIO—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Rabbinical C of Telshe	0.0%	0.0%	0.0%	0.0%	100%	0.0%	158
Rio Grande C	0.1	0.2	0.6	0.1	96.0	2.9	1,359
Saint Mary Sem	0.0	0.0	0.0	0.0	100.0	0.0	72
Shawnee St CC	0.4	0.3	3.1	0.1	95.9	0.1	2,325
Sinclair CC	0.3	0.8	17.0	0.5	80.9	0.5	18,266
Southern St CC	0.2	0.2	1.3	0.1	98.2	0.1	1,314
Stark Technical C	0.4	0.4	5.1	0.4	92.4	1.3	3,125
U of Steubenville	0.2	0.9	1.5	0.8	95.4	1.2	915
Terra Tech C	0.1	0.1	1.3	2.2	96.2	0.2	2,390
Tiffin U	0.0	0.0	2.7	1.2	95.7	0.4	510
U of Toledo	3.3	0.9	7.1	1.2	82.2	5.3	21,386
Trinity Lutheran Sem	0.0	0.3	7.5	1.0	88.2	3.0	305
Union for Experimenting C's & U's	0.4	2.2	18.8	5.8	72.8	0.0	548
United Theol Sem	0.0	0.4	9.4	0.4	89.2	0.7	278
Urbana C	0.2	0.0	21.2	0.4	72.9	5.3	547
Ursuline C	0.2	0.7	8.1	0.5	89.8	0.7	1,264
Walsh C	0.0	0.0	3.8	1.0	88.2	7.0	1,150
Washington Tech C	0.0	0.0	1.2	0.4	98.2	0.3	765
Wilberforce U	0.0	0.0	98.3	0.0	0.4	1.3	979
Wilmington C	0.0	0.0	14.4	0.1	82.5	3.0	1,346
Wittenberg U	0.0	0.6	3.0	0.3	94.7	1.5	2,245
Wright St U							
Main campus	0.2	1.3	5.8	0.6	90.7	1.3	13,914
Western Ohio	0.2	0.4	0.0	0.3	98.6	0.4	911
Xavier U	0.4	0.6	4.9	1.4	90.5	2.1	6,950
Youngstown St U	0.1	0.2	6.6	0.6	90.3	2.2	15,590

OKLAHOMA

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Bacone C	42.8%	0.3%	13.8%	0.3%	42.8%	0.0%	327
Bartlesville Wesleyan C	2.0	0.5	2.9	1.3	92.2	1.1	799
Bethany Nazarene C	1.1	1.1	1.6	2.2	89.9	4.1	1,400
Cameron U	2.8	1.9	15.3	3.4	75.9	0.8	5,497
Carl Albert JC	5.8	0.1	3.7	0.2	88.4	1.8	2,134
Central St U	1.6	1.4	9.0	0.6	81.1	6.3	12,304
Connors St C	6.9	0.6	9.6	0.6	82.2	0.0	1,418
East Central Okla St U	5.9	0.4	4.5	0.4	88.5	0.4	3,826
Eastern Oklahoma St C	5.4	0.3	5.0	0.5	88.6	0.3	1,914
El Reno JC	3.3	0.1	5.1	1.7	87.1	2.7	1,320
Flaming Rainbow U	78.2	0.0	0.0	0.0	21.8	0.0	211
Hillsdale Free Will Baptist C	0.0	0.6	2.4	0.0	95.6	1.2	168
Langston U	0.9	0.5	50.2	0.1	31.5	16.9	1,856
Midwest Christian C	0.0	0.0	6.3	0.0	92.8	0.9	111
Murray St C	5.9	0.0	5.2	0.2	88.6	0.1	1,450
Northeastern Oklahoma St U	14.8	0.1	6.2	0.8	77.1	1.0	6,512
Northern Oklahoma C	2.9	0.3	1.7	0.4	92.3	2.2	2,007
Northeastern Oklahoma A & M C	5.3	0.1	4.5	0.3	86.1	3.6	2,859
Northwestern Okla State U	1.0	0.1	2.7	1.0	92.3	3.0	1,721
U of Oklahoma							
Health Science Center	3.2	1.6	4.2	1.2	86.5	3.4	2,378
Norman	2.4	1.0	3.7	0.9	85.6	6.3	21,802
Okla C of Osteopathic Med & Surgery	2.7	2.7	2.7	1.9	90.0	0.0	259
Oklahoma Christian C	1.2	0.7	5.9	0.3	91.1	0.7	1,614
Oklahoma Panhandle St U	0.8	0.5	4.9	2.2	90.6	1.1	1,323
Oklahoma St U							
Main campus	1.8	0.8	2.7	0.6	85.5	8.6	23,354
Tech Inst	1.7	1.8	5.2	0.9	88.6	1.8	2,668
Oklahoma Baptist U	1.7	0.6	1.3	0.5	94.4	1.4	1,416
Oklahoma City JC	2.1	3.8	3.9	1.3	86.8	2.0	7,728
Oklahoma City U	3.0	0.4	6.9	0.9	73.1	15.6	3,158
Oral Roberts U	0.6	1.2	4.9	1.6	86.2	5.6	4,024
Oscar Rose JC	2.0	2.5	13.3	1.7	76.9	3.6	9,153
Phillips U	0.2	0.2	4.5	0.2	84.8	10.2	1,132
Rogers St C	8.5	2.6	2.0	1.3	70.5	15.2	2,187
Saint Gregory's C	4.0	0.3	5.3	2.8	75.4	12.1	321
Sayre JC	0.3	0.3	0.3	6.4	92.8	0.0	375
U of Science & Arts	8.4	1.0	4.4	0.7	80.3	5.1	1,378
Seminole JC	6.9	0.1	4.7	0.5	86.2	1.6	1,569
Southeastern Okla St U	7.0	5.5	3.2	0.5	74.8	9.1	4,179
Southwestern C of Christian Ministries	0.0	0.0	2.0	0.0	98.0	0.0	51
Southwestern Okla St U	1.7	0.7	3.1	0.8	91.3	2.4	4,560
U of Tulsa	1.8	0.5	2.7	0.6	85.6	8.8	5,944
Tulsa JC	2.2	1.1	6.3	1.0	89.4	0.0	15,325
Western Oklahoma St C	1.8	1.1	6.3	4.6	86.1	0.2	1,991

OREGON

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Blue Mountain CC	0.8%	0.4%	0.2%	0.5%	98.2%	0.0%	2,735
Central Oregon CC	4.0	0.6	0.0	0.9	94.1	0.3	2,003
Chemeketa CC	0.5	2.0	0.4	1.1	95.7	0.3	6,523
Clackamas CC	0.2	1.9	0.4	0.5	96.3	0.7	4,548
Clatsop CC	0.6	1.2	0.8	0.6	96.6	0.3	1,975
Columbia Christian C	1.4	0.9	5.5	0.5	90.5	1.4	220
Concordia C	0.6	1.3	3.2	0.6	88.9	5.4	315
Eugene Bible C	0.7	0.7	0.0	1.5	91.0	6.0	134
George Fox C	0.3	0.4	0.4	0.8	97.4	0.7	744
Judson Baptist C	0.4	1.6	1.2	0.8	95.2	0.8	251
Lane CC	1.4	1.9	0.9	1.2	93.1	1.5	7,748
Lewis & Clark C	0.3	2.6	0.7	0.9	88.7	6.9	3,054
Linfield C	0.5	4.3	0.9	0.9	89.8	3.6	1,496
Linn-Benton CC	0.5	1.0	0.3	0.4	97.2	0.7	5,339
Marylhurst C of Learning	0.3	0.7	0.7	0.3	96.7	1.2	675
Mt Angel Sem	0.0	1.7	0.0	14.4	73.7	10.2	118
Mt Hood CC	0.9	2.0	1.4	0.9	94.1	0.7	7,473
Multnomah Sch of the Bible	0.6	1.7	0.1	1.1	93.8	2.6	697
Northwest Christian C	0.0	0.0	0.9	0.4	93.8	4.8	227
Oregon Grad Center	0.0	9.2	0.0	0.0	71.1	19.7	76
Oregon Polytech Inst	2.3	11.4	0.0	2.3	81.8	2.3	44
Oregon St System of Higher Ed							
Eastern Oregon St C	1.6	2.2	2.0	1.2	90.0	3.0	1,881
Oregon Inst of Tech	1.8	2.0	0.8	1.0	93.0	1.5	2,668
Oregon St U	1.5	4.5	1.1	1.0	89.2	2.7	16,754
Portland St U	0.8	5.1	2.1	1.1	85.4	5.6	14,449
Southern Oregon St C	0.9	0.8	0.5	1.1	95.2	1.6	4,326
U of Oregon	0.8	3.2	1.1	1.2	87.0	6.7	15,405
Ore Health Sciences U	0.4	4.3	0.3	0.7	93.5	0.8	1,431
Western Oregon St C	0.4	0.4	0.4	0.7	94.9	3.3	2,458
Pacific Northwest C of Art	0.5	3.0	1.5	0.0	92.0	3.0	201
Pacific U	0.9	14.8	2.1	2.7	77.3	2.2	1,071
U of Portland	0.7	4.1	1.6	0.7	80.5	12.3	2,872
Portland CC	0.5	7.3	3.1	2.1	86.2	0.9	19,465
Reed C	0.2	5.2	0.2	0.6	91.2	2.6	1,094
Rogue CC	0.7	0.3	0.0	0.2	98.8	0.0	2,405
Southwestern Oregon CC	2.5	0.9	0.7	1.3	94.5	0.1	2,146
Treasure Valley CC	0.8	1.6	1.6	3.4	92.2	0.3	1,031
Umpqua CC	0.3	0.3	0.0	0.2	99.2	0.0	1,289
Warner Pacific C	0.0	0.0	1.6	1.1	74.6	22.7	441
Western Baptist C	0.4	0.7	0.4	0.0	98.2	0.4	280
Western Conservative Baptist Sem	0.0	1.7	1.2	0.4	91.7	5.0	520
Western Evangelical Sem	0.0	0.0	0.5	0.0	84.3	15.2	204
W States Chiropractic C	0.2	0.2	0.2	0.4	96.3	2.6	455
Willamette U	0.4	2.9	1.6	1.2	91.1	2.7	1,860

PENNSYLVANIA

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Acad of the New Church	0.0%	0.0%	0.0%	0.0%	78.0%	22.0%	159
Albright C	0.1	1.0	0.6	0.4	97.3	0.6	2,110
Allegheny C	0.0	0.7	3.6	1.1	92.2	2.4	1,946
Alliance C	0.0	0.7	2.4	0.3	96.5	0.0	289

PENNSYLVANIA—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign	Total
Allentown C of Saint Francis de Sales	0.6%	0.7%	1.0%	1.4%	95.9%	0.4%	1,101
Alvernia C	0.3	0.1	2.3	0.6	95.6	1.0	771
American C	0.0	0.0	0.0	0.0	100.0	0.0	675
Baptist Bible C Sch of Theol	0.4	0.3	1.4	1.4	96.0	0.6	792
Beaver C	0.0	1.1	8.7	1.0	87.7	1.5	2,046
Berean Inst	0.0	0.6	96.0	0.0	0.6	2.9	175
Bloomsburg U	0.2	0.4	1.9	0.4	96.8	0.3	6,240
Brandywine C of Widener U	0.0	0.4	9.5	0.7	88.1	1.3	756
Bryn Mawr C	0.1	3.4	4.0	1.9	85.0	5.7	1,810
Bucknell U	0.1	1.3	2.0	0.7	93.9	2.0	3,256
Bucks County CC	0.3	0.5	1.0	0.6	97.5	0.0	9,879
Butler County CC	0.0	0.1	0.3	0.0	99.6	0.0	1,912
Cabrini C	0.0	0.8	6.1	0.6	92.5	0.0	784
California U	0.2	0.4	6.3	0.4	92.6	0.2	4,528
Carlow C	0.2	0.6	7.2	0.3	91.7	0.0	963
Carnegie-Mellon U	0.4	3.4	3.0	0.5	89.3	3.4	5,998
CC of Allegheny County							
Allegheny	0.5	1.1	21.0	0.5	75.5	1.3	7,481
Boyce	0.4	1.3	5.7	0.2	92.4	0.1	3,939
North	0.8	0.3	3.5	0.2	95.2	0.0	3,416
South	0.7	0.6	2.7	0.3	95.7	0.1	4,483
Cedar Crest C	0.2	1.1	1.0	1.7	95.1	1.0	1,030
Chatham C	0.0	0.8	13.1	0.0	84.8	1.4	658
Chestnut Hill C	0.0	1.1	10.8	4.8	82.1	1.2	1,088
Cheyney U	0.7	3.2	94.1	0.2	1.8	0.0	1,867
Clarion U							
Main campus	0.2	0.0	3.2	0.1	94.8	1.6	4,951
Venango	0.0	0.0	0.4	0.0	99.2	0.4	510
CC of Beaver County	0.0	0.1	7.5	0.0	92.3	0.0	2,438
CC of Philadelphia	0.5	7.8	56.0	5.9	29.8	0.0	13,517
C of Misericordia	0.2	0.2	0.6	0.4	98.4	0.2	1,253
Combs C of Music	0.0	0.0	27.1	0.0	61.2	11.8	85
Curtis Inst of Music	0.0	7.0	6.3	0.7	66.2	19.7	142
Delaware County CC	0.3	0.8	4.8	0.4	93.7	0.0	7,208
Delaware Law Sch	0.2	0.5	3.6	0.6	95.1	0.0	864
Delaware Valley C of Science & Ag	0.0	0.0	1.5	0.0	98.5	0.0	1,620
Dickinson C	0.0	1.0	1.0	0.8	95.9	1.3	1,813
Dickinson Sch of Law	0.4	0.8	1.8	0.6	95.9	0.6	513
Drexel U	0.1	4.8	6.4	1.1	83.4	4.2	12,339
Dropsie C	0.0	4.8	2.4	2.4	85.7	4.8	42
Duquesne U	0.0	0.3	4.0	0.5	94.4	0.7	6,298
East Stroudsburg U	0.0	0.3	3.1	0.9	94.8	0.8	4,066
Eastern Baptist Theol Sem	0.0	2.1	15.6	3.3	74.0	5.1	334
Eastern C	0.1	0.9	7.3	1.9	85.6	4.1	845
Edinboro U	0.4	0.5	4.1	0.2	94.0	0.8	5,636
Electronics Inst							
Harrisburg	0.0	2.9	1.0	0.0	96.2	0.0	313
Pittsburgh	0.0	0.0	6.9	0.0	93.1	0.0	376
Elizabethtown C	0.0	0.7	1.0	0.2	97.1	1.0	1,841
Evangelical Sch of Theol	0.0	0.0	0.0	0.0	100.0	0.0	57
Faith Theol Sem	0.0	0.0	0.0	0.0	51.6	48.4	31
Franklin & Marshall C	0.0	1.0	2.6	0.9	94.3	1.2	2,917
Gannon U	0.4	0.2	2.4	0.3	94.4	2.3	4,135
Geneva C	0.1	0.8	5.4	0.4	91.5	1.8	1,267
Gettysburg C	0.1	0.3	0.5	0.4	98.3	0.4	1,926
Gratz C	0.0	0.0	6.2	0.0	90.7	3.1	258
Grove City C	0.1	0.1	0.4	0.2	98.8	0.5	2,200
Gwynedd-Mercy C	0.1	0.8	3.5	1.2	93.1	1.2	2,160
Hahnemann U	0.2	2.0	7.9	1.9	87.6	0.6	1,987
Harcum JC	0.2	0.2	12.9	0.6	84.8	1.4	1,081
Harrisburg Area CC	0.0	2.4	5.2	0.8	91.4	0.2	6,459
Haverford C	0.0	3.5	3.6	3.0	89.1	0.8	1,025
Holy Family C	0.2	0.5	0.9	0.5	97.8	0.1	1,296
Immaculata C	0.1	0.2	2.6	2.3	91.4	3.4	1,672
Indiana U of Pa	0.1	0.2	5.0	0.2	93.3	1.2	12,503
Juniata C	0.1	0.9	0.3	0.7	96.3	1.7	1,286
Keystone JC	0.0	0.4	3.3	0.4	94.3	1.7	1,030
King's C	0.0	0.2	0.3	0.6	98.5	0.4	2,306
Kutztown U	0.1	0.2	2.7	0.8	94.7	1.6	5,861
La Roche C	0.0	0.2	3.1	0.6	95.7	0.4	1,613
La Salle C	0.0	0.6	6.0	0.7	92.7	0.0	7,068
Lackawanna JC	0.1	0.2	2.4	0.2	97.1	0.0	1,038
Lafayette C	0.0	0.7	3.0	0.6	93.9	1.8	2,398
Lancaster Bible C	0.3	0.0	2.0	0.6	97.1	0.0	349
Lancaster Theol Sem	0.0	0.4	2.5	0.0	96.3	0.8	242
Lebanon Valley C	0.0	0.8	1.9	0.6	96.2	0.5	1,239
Lehigh County CC	0.6	1.5	1.2	1.7	94.5	0.4	3,530
Lehigh U	0.0	3.8	1.5	0.9	91.4	2.4	6,287
Lincoln U	0.0	0.2	88.7	0.7	4.3	6.0	1,230
Lock Haven U	0.2	0.2	1.8	0.7	95.1	2.0	2,819
Lutheran Theol Sem at Gettysburg	0.0	0.0	0.4	0.0	99.6	0.0	275
Lutheran Theol Sem at Philadelphia	0.0	0.9	12.4	1.7	85.0	0.0	234
Luzerne County CC	0.0	0.0	0.4	0.0	99.6	0.0	3,940
Lycoming C	0.0	0.3	0.4	0.4	98.7	0.2	1,192
Manor JC	0.0	0.0	6.4	0.0	92.8	0.8	391
Mansfield U	0.0	0.0	2.8	0.4	95.8	1.0	2,713
Mary Immaculate Sem	0.0	0.0	0.0	0.0	90.0	10.0	40
Marywood C	0.0	0.1	0.5	0.2	97.8	1.2	2,966
Medical C of Pa	0.4	2.0	3.9	0.7	92.6	0.4	539
Mercyhurst C	0.0	0.5	5.4	0.6	93.3	0.2	1,606
Messiah C	0.0	0.8	1.5	0.5	95.4	1.9	1,502
Millersville U	0.1	1.5	4.1	0.9	92.7	0.7	6,420
Montgomery County CC	0.2	2.1	3.6	0.6	93.3	0.3	7,993
Moore C of Art	0.0	1.9	5.3	1.3	91.0	0.4	524
Moravian C	0.0	0.8	0.5	0.5	98.2	0.0	1,847
Mt Aloysius JC	0.0	0.0	2.0	0.0	97.8	0.2	541
Muhlenberg C	0.1	0.8	0.3	0.6	97.8	0.5	2,353
Neumann C	0.0	0.1	3.4	0.2	96.2	0.0	847
New Sch of Music	0.0	0.0	2.9	2.9	81.4	12.9	70
Northampton Co Area CC	0.1	0.9	1.8	2.0	94.8	0.5	4,608
Northeastern Christian JC	0.0	0.0	37.2	2.9	55.6	4.3	207
O S Johnson Sch of Tech	0.0	0.8	0.2	0.0	99.0	0.0	525
Peirce JC	0.0	0.5	35.5	1.8	60.7	1.5	2,120
U of Pennsylvania	0.3	2.7	4.9	1.5	81.9	8.8	22,317
Pa C of Optometry	0.0	3.6	2.6	1.4	91.5	0.9	579
Pa C of Podiatric Med	0.2	0.8	4.4	0.4	93.3	0.8	475
Pa Inst of Tech	0.0	4.3	35.0	2.4	52.4	5.8	414
Pennsylvania St U							
Main campus	0.2	1.0	2.4	0.7	92.6	3.1	36,162
Allentown	0.1	1.5	0.3	1.4	96.2	0.5	866
Altoona	0.0	0.4	1.9	0.3	97.3	0.1	2,428
Beaver	0.1	0.4	2.9	0.5	94.9	1.2	1,391
Behrend C	0.1	1.1	3.4	0.3	93.8	1.3	1,850
Berks	0.0	2.4	0.7	0.9	95.2	0.7	1,491
Capitol	0.1	1.5	2.6	0.1	95.2	0.4	2,711
Delaware	0.1	1.6	5.9	0.8	90.9	0.8	1,673
Du Bois	0.2	0.5	0.0	0.2	98.8	0.2	827
Fayette	0.0	0.1	2.1	0.1	94.3	3.4	871
Hazleton	0.0	0.6	0.1	0.2	98.9	0.2	1,342
Hershey Med Center	0.0	1.2	1.5	1.7	94.0	1.5	517
McKeesport	0.1	0.5	2.8	0.6	95.3	0.8	1,521
Mont Alto	0.1	1.8	1.7	0.8	95.5	0.1	986
New Kensington	0.1	0.4	1.4	0.2	97.1	0.9	1,329
Ogontz	0.2	1.1	7.0	0.6	91.0	0.1	3,192
Radnor Center	0.0	3.0	5.0	1.1	90.6	0.2	438
Schuylkill	0.0	0.5	1.4	0.5	97.0	0.6	962
Shenango Valley	0.4	0.1	3.6	0.4	94.3	1.2	922
Wilkes-Barre	0.5	0.3	0.1	0.3	97.6	1.2	754
Worthington-Scranton	0.1	0.7	0.1	0.2	98.4	0.5	1,537
York	0.1	2.5	1.2	0.4	95.5	0.3	1,341
Phila C of Performing Arts	0.0	0.3	17.3	2.6	72.3	7.5	346

Continued on Following Page

FACT-FILE—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
PENNSYLVANIA—Continued							
Philadelphia C of Textiles & Sci	0.0%	0.8%	10.4%	1.2%	80.6%	7.2%	3,091
Philadelphia C of Art	0.1	1.5	8.2	1.9	87.3	0.9	1,617
Philadelphia C of Bible	0.4	0.7	8.1	0.7	89.0	1.1	566
Phila C of Osteo Med	0.1	0.4	2.5	0.4	96.3	0.4	833
Phila C of Pharmacy & Science	0.2	2.3	2.1	0.5	93.0	1.9	1,107
Pinebrook JC	1.0	5.9	9.8	2.0	80.4	1.0	102
U of Pittsburgh							
Main campus	0.1	1.3	8.0	0.5	84.9	5.2	29,358
Bradford	0.0	0.1	2.4	0.5	96.5	0.5	1,023
Greensburg	0.0	0.2	0.8	0.2	98.8	0.0	1,274
Johnstown	0.0	0.4	1.6	0.2	97.7	0.2	3,227
Titusville	0.0	0.0	2.3	0.0	97.7	0.0	435
Pittsburgh Inst Aeronautics	0.0	1.7	1.1	1.1	96.1	0.0	533
Pittsburgh Theol Sem	0.3	0.3	9.4	0.0	87.7	2.3	342
Point Park C	0.0	5.3	10.5	0.9	76.2	7.1	2,666
Reading Area CC	0.4	2.2	4.8	2.5	90.1	0.0	1,549
Robert Morris C	0.3	0.0	5.2	0.1	93.8	0.6	5,689
Rosemont C	0.0	0.8	1.5	1.2	95.6	1.0	607
Saint Francis C	0.0	0.4	1.4	0.6	97.4	0.2	1,565
Saint Joseph's U	0.1	0.8	7.4	1.2	87.4	3.1	6,086
U of Scranton	0.0	0.1	0.3	0.1	96.4	3.2	4,620
Seton Hill C	0.0	1.0	2.5	3.7	91.7	1.0	968
Shippensburg U of Pa	0.1	0.8	3.2	2.2	93.7	0.0	5,882
Slippery Rock U of Pa	0.1	0.3	3.0	0.3	95.5	0.8	5,782
Saint Charles Borromeo Sem	0.0	0.5	0.0	0.2	99.3	0.0	554
Saint Vincent C & Sem	0.0	0.4	2.0	1.5	93.9	2.3	1,110
Spring Garden C	0.1	0.6	6.9	0.4	84.6	7.4	1,398
Susquehanna U	0.1	0.0	0.6	0.2	98.6	0.5	1,714
Swarthmore C	0.1	2.8	5.7	1.3	86.0	4.1	1,278
Talmud Yeshiva of Phila	0.0	0.0	0.0	0.0	93.8	6.2	81
Temple U	0.4	2.3	16.4	1.7	78.3	0.9	29,643
Thiel C	0.0	0.0	2.7	0.2	95.2	1.9	807
Thomas Jefferson U	0.4	2.9	5.6	2.1	88.7	0.4	1,870
United Wesleyan C	0.0	0.5	3.2	1.1	93.0	2.2	185
Ursinus C	0.0	0.8	0.6	0.2	97.9	0.4	2,085
Valley Forge Christian C	0.2	0.7	2.7	0.7	90.7	5.1	450
Valley Forge Military JC	0.0	2.4	4.0	2.4	81.5	9.7	124
Villa Maria C	0.0	0.5	1.8	0.2	97.6	0.0	622
Villanova U	0.8	1.3	1.6	0.4	96.6	0.0	11,716
Washington Jefferson C	0.0	0.4	0.7	0.1	97.9	0.9	1,267
Waynesburg C	0.0	0.0	7.7	0.0	90.7	1.6	685
West Chester U of Pa	0.1	0.7	6.8	0.6	91.0	0.7	8,704
Westminster C	0.1	0.1	0.8	0.1	98.4	0.5	1,591
Westminster Theol Sem	0.5	7.1	2.4	0.0	73.9	16.1	422
Westmoreland County CC	0.2	0.4	1.2	0.2	98.0	0.0	3,242
Widener U	0.3	0.1	7.1	0.3	91.5	0.8	5,669
Wilkes C	0.0	0.4	0.9	0.0	98.0	0.6	2,967
Williamsport Area CC	0.0	0.2	0.8	0.1	98.8	0.0	3,701
Wilson C	0.0	0.0	5.9	0.0	85.0	9.1	254
Yeshivath Beth Moshe	0.0	0.0	0.0	0.0	100.0	0.0	65
York C of Pennsylvania	0.0	0.0	2.9	0.3	96.4	0.4	4,364
RHODE ISLAND							
Barrington C	0.2%	0.7%	5.6%	1.2%	90.2%	2.1%	430
Brown U	0.1	3.4	5.3	1.6	82.0	7.6	6,942
Bryant C of Bus Admin	0.0	0.3	0.7	0.3	98.2	0.5	6,582
CC of Rhode Island	0.4	0.8	3.7	1.3	93.8	0.0	12,149
Johnson & Wales C	0.2	0.8	5.9	2.4	90.1	0.6	4,695
New England Inst of Tech	0.0	0.5	2.2	2.7	93.6	0.9	1,471
Providence C	0.1	0.0	0.6	0.1	98.8	0.5	5,915
U of Rhode Island	0.3	1.1	1.5	0.6	94.3	2.3	14,107
Rhode Island C	0.3	0.6	2.3	1.6	95.0	0.3	8,451
R I Sch of Design	0.2	1.3	0.7	0.9	87.7	9.2	1,688
Roger Williams C							
Main campus	0.2	1.0	4.2	2.3	86.9	5.5	2,505
Providence	0.0	2.3	3.8	3.0	90.8	0.1	1,455
Salve Regina-Newport C	0.2	[illegible]	0.8	0.8	97.2	0.7	1,961
SOUTH CAROLINA							
Aiken Tech C	0.3%	0.5%	25.4%	0.3%	73.5%	0.0%	1,023
Allen U	0.0	1.2	90.5	0.0	0.4	7.9	241
Anderson C	0.1	0.4	6.6	0.0	92.5	0.5	1,048
Baptist C at Charleston	0.0	0.0	50.2	0.4	48.5	0.9	2,170
Beaufort Tech C	0.2	0.2	44.0	1.4	54.1	0.0	1,042
Benedict C	0.0	0.0	97.5	0.0	0.2	2.3	1,371
Central Wesleyan C	0.0	0.0	12.1	0.2	85.0	2.7	413
Chesterfield-Marlboro Tech C	0.8	0.2	33.3	0.5	64.9	0.5	664
Citadel Military C	0.0	0.3	5.8	0.4	92.9	0.6	3,252
Claflin C	0.0	0.0	98.9	0.0	0.3	0.8	645
Clemson U	0.1	0.4	3.5	0.1	93.4	2.4	12,093
Clinton JC	0.0	0.0	100.0	0.0	0.0	0.0	119
Coker C	0.7	1.0	14.7	1.3	82.0	0.3	300
C of Charleston	0.2	0.5	7.1	0.3	90.2	1.7	5,394
Columbia Bible C	0.1	0.2	1.4	1.6	91.3	5.4	877
Columbia C	0.1	0.4	19.2	0.2	80.0	0.2	1,198
Converse C	0.1	0.1	3.2	0.2	96.3	0.1	952
Denmark Tech C	0.0	0.0	95.7	0.1	4.2	0.0	738
Erskine C & Sem	0.0	0.2	5.7	1.1	91.2	1.8	661
Florence Darlington Tech C	0.4	0.2	30.9	0.3	68.1	0.2	2,324
Francis Marion C	0.1	0.2	10.9	0.2	88.4	0.2	2,811
Furman U	0.0	0.5	2.9	0.5	96.0	0.0	3,106
Greenville Tech C	0.1	0.8	14.0	0.2	84.3	0.6	6,174
Horry-Georgetown Tech C	0.0	0.8	25.5	0.6	72.5	0.5	1,346
Lander C	0.3	0.1	14.0	0.2	84.3	0.9	2,004
Limestone C	0.2	0.2	15.4	0.1	83.5	0.5	1,536
Lutheran Theol Southern Sem	0.0	0.0	6.3	0.6	90.8	2.3	174
Med U of S C	0.1	1.0	4.0	0.5	92.3	2.0	1,857
Midlands Tech C	0.5	1.0	27.5	2.8	68.1	0.1	5,943
Morris C	0.0	0.0	100.0	0.0	0.0	0.0	628
Newberry C	0.0	0.1	15.6	0.1	83.6	0.4	684
North Greenville C	0.0	0.0	13.8	0.0	85.2	1.0	580
Orangeburg Calhoun Tech C	0.1	[illegible]	43.1	0.1	56.5	0.1	1,408
Piedmont Tech C	0.0	[illegible]	30.8	0.1	68.6	0.1	1,709
Presbyterian C	0.0	[illegible]	3.5	0.2	95.6	0.5	913
South Carolina St C	0.0	[illegible]	93.6	0.0	5.4	1.1	3,901
Sherman C of Straight Chiropractic	[illegible]	[illegible]	0.8	1.6	84.1	12.5	384
U of South Carolina							
Aiken	0.4	[illegible]	[illegible]	0.2	84.3	0.4	1,835
Beaufort	0.0	[illegible]	[illegible]	[illegible]	78.5	0.3	687
Coastal Carolina	0.3	[illegible]	[illegible]	[illegible]	89.8	0.9	[illegible]
Columbia	0.1	[illegible]	[illegible]	[illegible]	62.9	3.0	[illegible]
Lancaster	0.0	[illegible]	[illegible]	[illegible]	85.6	0.1	798
Salkehatchie	0.2	0.2	20.1	0.2	79.3	0.0	473
Spartanburg	0.2	0.8	8.8	0.5	89.6	0.1	2,583
Sumter	0.1	0.4	15.7	0.4	83.3	0.0	1,141
Union	0.0	0.0	24.9	0.0	75.1	0.0	265
Spartanburg Methodist C	0.1	0.4	[illegible]	0.0	72.7	0.7	1,072
Spartanburg Tech C	0.0	0.5	[illegible]	0.4	82.9	0.3	2,052
Sumter Area Tech C	0.3	0.4	46.5	0.7	52.0	0.1	1,787
Tri-County Tech C	0.3	0.3	10.9	0.5	87.6	0.5	2,915
Trident Tech C	0.3	1.4	21.4	0.8	75.6	0.4	[illegible]
Voorhees C	0.0	0.0	95.8	0.0	0.5	3.7	625
Williamsburg Tech C	0.0	0.0	65.7	0.0	34.3	0.0	385
Winthrop C	0.0	0.3	13.6	0.4	84.1	1.5	4,881
Wofford C	0.0	0.7	7.9	0.6	89.9	1.0	1,057
York Tech C	0.4	0.2	21.3	0.3	77.7	0.0	2,190
SOUTH DAKOTA							
Augustana C	0.7%	0.3%	0.4%	0.1%	97.1%	1.6%	1,968

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
SOUTH DAKOTA—Continued							
Black Hills St C	5.1%	0.1%	0.5%	0.3%	92.7%	1.3%	1,916
CC of N Central U Ctr	0.0	0.0	0.0	0.0	100.0	0.0	364
Dakota St C	0.3	0.2	0.5	0.1	97.0	1.9	1,151
Dakota Wesleyan U	6.8	0.4	1.6	0.4	87.5	3.1	514
Freeman JC	1.0	0.0	2.0	0.0	88.2	8.8	102
Huron C	5.4	0.3	9.9	0.3	83.6	0.5	372
Mt Marty C	0.3	0.7	1.5	0.0	97.1	0.3	592
National C	1.5	0.4	6.0	6.9	84.6	0.6	3,026
North American Bapt Sem	0.0	0.0	0.0	0.0	93.2	6.8	147
Northern St C	1.4	0.1	0.3	0.1	97.8	0.3	2,716
Oglala Lakota C	90.1	0.0	0.0	0.0	9.9	0.0	665
Presentation C	10.6	0.6	0.6	0.0	87.8	0.3	312
U of South Dakota							
Main campus	3.8	0.1	0.4	0.1	95.3	0.2	6,263
Springfield	3.7	0.3	1.1	0.0	90.1	4.8	784
SD Sch of Mines & Tech	0.7	1.1	0.3	0.4	90.0	7.5	2,808
South Dakota St U	1.2	0.1	0.0	0.1	95.3	3.3	7,981
Sinte Gleska C	81.7	0.0	0.0	0.0	18.3	0.0	246
Sioux Falls C	0.6	0.0	2.0	0.7	96.0	[illegible]	870
Yankton C	2.9	0.0	19.5	3.2	73.3	1.1	277
TENNESSEE							
American Baptist C of ABT Sem	0.0%	0.0%	84.2%	0.6%	0.6%	14.7%	177
Aquinas JC	0.0	0.0	9.1	0.0	89.4	1.5	329
Austin Peay St U	0.3	0.7	15.7	1.1	81.0	1.1	3,892
Belmont C	0.0	0.0	4.6	0.0	89.2	6.2	1,327
Bethel C	0.0	0.0	13.8	0.0	83.9	2.3	471
Bryan C	0.2	0.2	1.1	0.0	96.3	2.2	543
Carson-Newman C	0.0	0.8	5.7	0.1	91.8	1.6	1,733
Church of God Sch Theol	0.0	0.0	0.4	17.4	61.1	21.1	270
Chattanooga St Tech CC	0.3	0.5	13.9	0.4	84.9	0.0	5,347
Christian Brothers C	0.0	0.9	20.6	0.3	73.6	4.7	1,518
Cleveland St CC	0.2	0.6	3.4	0.3	94.8	0.7	3,543
Columbia St CC	0.2	0.0	7.9	0.2	91.5	0.2	2,534
Cumberland C	0.0	0.0	9.1	0.0	88.3	2.6	617
David Lipscomb C	0.1	0.4	2.8	0.1	96.0	0.5	2,262
Dyersburg St CC	0.0	0.0	13.1	0.0	86.9	0.0	1,571
East Tenn St U	0.2	0.6	2.9	0.4	95.0	1.0	9,628
Emmanuel Sch of Religion	0.0	0.0	0.0	0.0	93.2	6.8	148
Fisk U	0.0	0.0	96.5	0.0	0.1	3.3	753
Free Will Baptist Bible C	0.4	0.0	0.2	0.2	98.1	1.2	519
Freed-Hardeman C	0.2	0.1	4.5	0.1	93.7	1.4	1,220
Graham Bible C	0.0	0.0	2.9	0.0	80.0	17.1	35
Hiwassee C	0.0	0.0	6.7	0.0	90.2	3.1	676
Jackson St CC	0.0	0.0	13.8	0.0	86.2	0.0	2,947
John Gupton C	0.0	0.0	24.6	0.0	0.0	75.4	57
Johnson Bible C	0.3	0.0	0.5	0.5	96.7	1.9	367
King C	0.0	0.2	1.2	0.0	90.0	8.6	429
Knoxville C	0.0	0.0	86.8	0.2	3.6	9.2	501
Lambuth C	0.0	0.1	15.7	0.1	82.1	1.9	722
Lane C	0.0	0.0	98.1	0.0	0.0	1.9	731
LeMoyne-Owen C	0.0	0.0	100.0	0.0	0.0	0.0	1,073
Lee C	0.9	0.1	6.9	2.2	85.6	4.3	1,125
Lincoln Memorial U	0.1	0.7	4.9	0.4	87.1	6.8	1,356
Martin C	0.0	0.0	18.9	0.3	79.3	1.5	334
Maryville C	0.2	0.2	3.8	1.0	91.2	3.6	582
McKenzie C	0.3	0.0	37.1	0.3	62.1	0.3	348
Meharry Med C	0.5	1.1	85.0	1.6	4.7	7.1	747
Memphis Acad of the Arts	0.0	1.0	16.3	0.5	82.2	0.0	208
Memphis St U	0.3	0.4	17.0	0.2	80.2	2.0	20,624
Memphis Theol Sem	0.0	0.0	26.6	0.0	70.9	2.5	158
Mid America Baptist Sem	0.0	0.0	1.9	0.3	97.8	0.0	316
Mid-South Bible C	0.0	0.0	16.7	0.0	82.5	0.8	126
Middle Tennessee St U	0.2	0.2	7.7	0.4	89.1	2.4	10,948
Milligan C	0.0	0.0	1.4	0.3	97.0	1.4	660
Morristown C	0.0	0.0	98.2	0.0	0.9	0.9	112
Motlow St CC	0.0	0.1	4.9	0.1	94.7	0.1	2,244
Nashville St Tech Inst	0.1	1.4	13.0	0.6	84.7	0.1	5,638
O'More Sch of Design	0.0	0.0	0.0	0.8	99.2	0.0	119
Roane St CC	0.2	0.7	3.3	0.4	95.4	0.0	3,292
Rhodes C	0.0	0.6	2.8	0.2	94.1	2.3	1,006
Scarritt C	0.0	1.1	4.6	1.1	85.1	8.0	87
Shelby St CC	0.1	0.2	58.6	0.3	40.6	0.1	5,177
St Tech Inst							
Knoxville	0.6	0.8	6.4	0.6	91.3	0.2	2,870
Memphis	0.2	0.5	29.7	0.7	68.5	0.3	7,178
Southern C of Seventh-Day Adventists	0.4	1.7	5.6	3.4	85.5	3.3	1,801
Southern C of Optometry	0.2	2.1	1.3	1.5	93.9	0.9	528
U of Tennessee							
Center for Health Sci	0.0	2.2	2.0	0.5	94.5	0.7	2,026
Chattanooga	0.3	0.6	12.6	0.4	84.2	1.9	7,544
Knoxville	0.2	0.4	4.5	0.3	90.9	3.7	27,041
Martin	0.1	0.5	13.3	0.2	81.8	4.1	5,525
Tennessee Wesleyan C	0.0	1.2	3.5	0.2	91.0	4.1	511
Tennessee St U	0.2	0.6	62.7	0.3	32.0	4.2	8,008
Tennessee Tech U	0.1	0.5	2.2	0.1	92.5	4.6	7,872
Tennessee Temple U	0.2	0.7	1.5	0.5	96.8	0.3	3,222
U of the South	0.0	0.0	1.5	0.3	96.4	1.9	1,097
Tomlinson C	0.8	2.4	10.6	2.8	77.2	6.1	246
Trevecca Nazarene C	0.2	0.0	6.1	0.8	90.8	2.1	972
Tri Cities St Tech Inst	0.0	0.0	2.1	0.0	97.9	0.0	1,955
Tusculum C	0.0	0.0	11.5	0.0	85.8	2.7	366
Union U	0.0	0.0	4.9	0.0	94.7	0.4	1,374
Vanderbilt U	0.1	0.7	3.8	0.5	90.3	4.6	8,715
Volunteer St CC	0.2	0.7	3.5	0.4	94.8	0.3	3,501
Walters St CC	0.0	0.2	4.1	0.3	94.8	0.5	3,891
TEXAS							
Abilene Christian U	0.2%	0.3%	3.1%	0.9%	92.8%	2.7%	4,518
Alvin CC	0.5	0.5	10.3	9.3	77.8	1.6	3,729
Amarillo C	0.8	1.8	3.9	6.4	86.1	1.0	5,955
Amber U	1.0	0.0	10.1	2.7	81.3	5.0	1,052
American Tech U	0.9	1.3	16.3	8.2	72.3	1.1	466
Angelina C	0.7	0.9	16.3	2.0	80.1	0.0	2,194
Angelo St U	0.2	0.9	4.2	9.5	84.9	0.3	5,834
Arlington Baptist C	0.8	0.0	1.6	1.0	96.6	0.8	381
Austin C	0.3	2.0	3.7	4.3	87.7	1.9	1,186
Austin CC	0.5	0.0	9.9	9.6	78.0	2.1	15,362
Austin Presbyterian Theol Sem	0.6	1.1	3.4	3.4	89.7	1.7	175
Baylor C of Dentistry	0.3	1.5	0.8	3.1	94.3	0.0	652
Baylor C of Med	0.1	5.9	2.5	7.8	81.6	2.1	902
Baylor U	0.3	0.9	1.5	1.8	94.3	[illegible]	10,473
Bee County C	0.5	1.3	3.2	39.0	55.8	[illegible]	2,154
Bishop C	0.0	0.0	64.9	0.0	0.1	[illegible]	1,186
Blinn C	0.4	0.8	8.3	4.6	79.5	[illegible]	3,164
Brazosport C	0.2	0.6	5.9	8.1	84.1	[illegible]	3,638
Central Texas C	0.7	2.1	18.0	9.4	67.6	2.2	5,202
Cisco JC	0.1	0.6	7.5	5.1	86.5	[illegible]	1,604
Clarendon C	0.0	0.1	2.5	0.9	96.5	0.0	686
C of the Mainland	1.0	1.2	14.9	8.4	73.0	1.6	3,009
Concordia Lutheran C	0.2	0.0	3.2	7.6	86.7	2.3	435
Cooke County C	0.7	0.3	3.8	1.4	92.1	1.6	1,747
U of Dallas	0.3	2.1	2.2	3.5	81.0	10.9	2,684
Dallas Baptist C	0.6	0.4	17.0	4.4	70.5	7.0	1,337
Dallas Bible C	1.0	1.4	9.6	4.3	80.9	2.9	209
Dallas Christian C	0.0	0.0	0.0	4.5	92.9	2.6	155
Dallas Theol Sem	0.4	2.0	2.7	0.6	88.2	6.1	1,173
Dallas County CC System							
Brookhaven	0.3	2.6	4.0	4.7	88.0	0.4	7,071
Cedar Valley C	0.1	0.5	43.8	3.1	52.4	0.1	2,342
Eastfield C	0.4	2.4	6.4	5.6	84.9	0.3	8,984
El Centro C	0.5	1.6	47.9	8.3	40.7	1.1	7,051
Mountain View C	0.6	2.5	22.1	9.5	65.1	0.2	6,081
Richland C	0.3	2.7	4.9	3.2	88.4	0.4	14,003

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
TEXAS—Continued							
Del Mar C	0.1%	0.7%	3.0%	42.6%	53.4%	0.2%	8,620
Episcopal Theol Sem of the Southwest	0.0	0.0	0.0	1.2	91.5	7.3	82
East Texas Bapt C	0.2	0.5	7.3	0.5	89.3	2.3	882
East Texas St U							
Main campus	0.9	0.4	11.1	2.4	80.5	4.7	7,768
Texarkana	0.4	0.4	11.3	0.8	84.9	2.1	1,142
El Paso County CC	0.5	1.1	5.8	61.3	30.0	1.3	11,206
Frank Phillips C	2.4	0.3	3.2	1.3	92.8	0.0	999
Galveston C	0.3	2.5	23.2	13.0	60.5	0.6	1,937
Grayson County JC	0.4	0.7	4.7	1.4	92.7	0.2	4,559
Gulf Coast Bible C	0.5	0.0	3.3	2.2	92.1	1.9	366
Hardin-Simmons U	0.1	0.2	2.2	3.5	93.3	0.7	1,948
Henderson County JC	0.6	0.4	20.3	3.1	73.4	2.3	3,370
Hill JC	0.6	0.2	10.7	5.0	83.2	[illegible]	662
U of Houston							
Clear Lake City	0.3	3.8	5.0	4.4	84.7	1.9	6,586
Downtown C	0.2	6.2	27.7	15.7	37.4	12.7	6,353
U Park	0.4	4.5	8.9	6.0	74.0	6.1	30,544
Victoria	0.1	0.1	4.2	8.3	87.2	0.1	836
Houston Baptist U	0.4	3.8	5.3	5.9	78.6	5.9	2,688
Houston CC	0.2	5.4	19.9	7.2	53.7	13.6	18,967
Howard C JC District	0.5	0.9	4.0	12.4	81.2	1.0	1,140
Howard Payne U	0.1	0.3	4.9	5.1	88.6	1.1	1,123
Huston-Tillotson C	0.0	0.9	58.9	1.7	0.3	38.1	577
Incarnate Word C	0.8	0.8	12.0	32.4	49.4	4.5	1,357
Jacksonville C	0.0	2.0	11.7	0.3	63.3	22.7	300
Jarvis Christian C	0.2	0.0	99.3	0.2	0.0	0.4	547
Kilgore C	0.2	0.6	10.2	0.8	88.0	0.1	4,389
Lamar U	1.0	0.2	18.6	5.9	69.5	4.8	14,638
Laredo JC	0.0	0.1	0.6	87.7	7.4	4.3	3,546
Lee C	0.3	1.0	15.3	8.3	73.7	1.4	5,078
LeTourneau C	0.4	0.5	0.4	0.6	92.9	5.2	[illegible]
Lon Morris C	0.7	1.0	17.7	4.1	62.2	14.3	294
Lubbock Christian C	0.7	0.4	9.2	4.8	80.0	4.8	992
McLennan CC	0.3	0.6	13.6	5.5	79.5	0.5	4,139
McMurry C	0.3	0.2	8.4	6.4	83.8	1.0	1,329
U of Mary Hardin-Baylor	0.4	0.5	10.1	6.3	76.4	6.2	1,170
Midland C	0.5	0.9	4.2	8.7	84.9	0.8	3,346
Midwestern St U	0.5	1.2	3.9	3.9	89.5	1.1	4,818
Navarro C	0.0	1.9	12.9	2.6	82.4	0.2	2,363
North Harris County C	0.4	2.6	4.7	5.8	85.7	0.9	9,356
North Texas St U	0.3	0.4	7.2	2.6	80.4	9.1	18,782
Oblate Sch of Theol	0.0	0.0	1.3	26.6	66.2	39.0	77
Odessa C	0.4	0.9	5.1	13.2	79.5	0.8	4,106
Our Lady of Lake U	0.3	0.3	9.3	46.7	38.9	4.6	1,577
Pan American U	0.1	0.6	0.4	76.1	21.4	1.4	8,847
Panola JC	0.0	0.0	14.5	0.2	84.7	0.5	1,094
Paris JC	0.6	0.9	9.7	1.1	85.0	2.8	2,175
Paul Quinn C	0.0	0.0	97.6	1.1	0.4	0.9	467
Ranger JC	0.3	1.7	24.5	8.6	63.2	1.7	642
Rice U	0.2	1.5	3.2	2.2	85.9	6.9	3,881
Saint Edward's U	0.3	0.8	6.3	20.5	58.2	14.0	2,572
Saint Mary's U of San Antonio	0.2	0.6	5.0	35.6	52.8	5.8	3,311
Saint Phillip's C	0.4	1.0	24.0	39.1	34.9	0.7	6,711
U of Saint Thomas	0.4	2.3	7.1	13.1	70.1	7.1	2,040
Sam Houston St U	0.3	1.6	6.5	3.9	86.5	1.0	10,476
San Antonio C	0.4	1.3	6.3	41.1	48.8	2.1	20,633
San Jacinto C							
Central	0.4	1.3	3.0	8.1	80.6	6.4	13,135
North	0.5	2.1	13.4	10.4	72.5	1.2	3,660
Schreiner C	0.0	0.2	2.5	8.0	85.8	3.5	513
Southern Bible C	0.0	1.6	11.1	4.8	80.2	2.4	126
Southern Methodist U	0.4	1.4	3.2	3.1	88.7	3.2	9,156
South Plains C	0.2	0.5	6.7	15.7	78.0	0.8	3,398
U System of South Texas							
Corpus Christi	0.5	0.8	2.0	26.1	69.7	0.9	3,281
Laredo	0.1	0.6	1.4	77.0	12.2	8.7	900
Texas A & I U	0.2	1.1	4.2	50.5	39.4	4.5	5,245
South Texas C of Law	0.2	0.9	0.9	4.5	93.5	0.0	1,164
Southwest Texas JC	0.3	0.6	2.1	51.2	44.8	0.9	2,202
Southwest Texas St U	0.3	0.3	3.7	9.9	84.5	1.2	16,397
Southwestern Adventist C	0.7	2.7	6.2	13.6	70.2	6.6	712
Southwestern Assemblies of God C	0.8	0.5	1.2	5.6	90.9	1.0	591
SW Baptist Theol Sem	0.0	0.0	0.0	0.0	100.0	0.0	3,447
Southwestern Christian C	0.0	0.0	90.1	0.0	0.0	9.9	232
Southwestern U	0.1	0.3	2.1	3.1	92.6	1.7	990
Stephen F Austin St U	0.2	0.4	4.0	2.3	92.7	0.4	11,881
Sul Ross St U	0.5	0.3	3.5	30.4	62.8	2.6	2,313
Tarrant County JC	0.4	1.7	9.0	4.2	84.1	0.5	25,746
Temple JC	0.3	0.7	10.1	7.2	81.5	0.2	2,412
U of Texas							
Austin	0.2	1.6	2.7	8.1	81.1	6.1	48,039
Arlington	0.4	4.2	6.8	3.8	78.4	6.3	23,171
Dallas	0.3	3.8	3.3	2.4	82.8	7.5	7,376
El Paso	0.3	0.4	1.7	42.6	[illegible]	8.9	15,129
Health Science Ctrs							
Dallas	0.1	2.4	3.5	7.7	85.5	0.8	1,335
Houston	0.2	4.6	4.6	5.2	81.4	3.0	2,676
San Antonio	0.6	2.5	2.2	12.2	81.6	1.0	2,326
Med Branch at Galveston	0.4	3.2	5.7	8.0	82.4	0.3	1,655
Permian Basin	0.4	1.5	2.0	7.3	88.7	2.2	1,825
San Antonio	0.0	1.2	1.8	20.3	78.5	0.1	11,145
Tyler	0.3	0.4	8.8	0.8	[illegible]	0.6	2,623
Texas A & M U							
Main campus	0.1	1.3	1.2	3.8	89.0	4.6	36,127
Galveston	0.0	0.7	0.5	2.9	94.6	1.4	590
Prairie View	0.0	0.2	89.3	0.6	6.7	3.2	4,499
Tarleton St U	0.1	0.4	2.0	1.1	91.2	5.3	[illegible]
Texarkana CC	0.1	0.3	15.3	0.5	83.7	0.1	3,553
Texas Chiropractic C	0.0	0.0	0.6	1.7	95.2	2.5	519
Texas Christian U	0.2	0.5	4.1	2.9	92.3	0.0	6,881
Texas C	0.0	0.0	65.9	0.0	0.0	34.1	619
Texas C of Osteopathic Med	0.8	0.8	3.0	5.5	89.8	0.0	363
Texas Lutheran C	0.4	0.5	4.9	8.5	85.3	0.4	1,249
Texas Southern U	0.1	0.2	66.9	1.7	1.2	29.9	8,298
Texas Southmost C	0.2	0.3	0.1	74.0	20.6	4.8	4,194
Texas St Tech Inst							
Amarillo	0.3	3.3	2.2	12.6	77.8	3.8	1,166
Rio Grande	0.1	0.2	0.2	82.2	16.4	1.0	1,909
Sweetwater	0.7	0.0	2.3	13.7	83.0	0.3	735
Waco	0.4	0.8	12.2	6.3	78.1	2.1	5,133
Texas Tech U	0.2	1.4	2.0	4.3	89.9	2.3	22,849
Texas Tech U Health Sciences Ctr	0.0	2.2	2.0	9.3	86.5	0.0	503
Texas Wesleyan C	0.4	0.4	9.5	5.2	81.3	3.2	1,603
Texas Woman's U	0.3	1.5	11.4	6.2	74.6	6.0	7,827
Trinity U	0.2	0.8	0.9	7.4	88.2	2.4	3,103
Tyler JC	0.2	0.3	15.3	1.1	82.1	1.0	7,217
Vernon Regional JC	1.5	1.1	11.6	6.1	79.4	0.3	1,594
Victoria C	0.2	0.0	3.6	14.0	81.8	0.4	2,529
Wayland Baptist C	0.5	1.2	6.5	7.3	83.3	1.3	1,469
Weatherford C	0.4	0.2	2.2	2.0	87.9	7.3	1,567
Western Texas C	0.7	0.0	3.1	8.0	87.8	0.4	1,266
West Texas St U	0.1	1.1	3.3	5.6	89.0	0.8	6,805
Wharton County JC	0.0	0.7	13.8	13.2	72.0	0.4	2,410
Wiley C	0.0	0.2	95.9	0.2	0.2	3.5	543
UTAH							
Brigham Young U							
Main campus	1.1%	0.7%	0.1%	0.4%	93.4%	4.4%	[illegible]
Hawaii	0.2	24.9	0.4	0.4	30.1	43.9	1,607

Continued on Page 24, Column 1

FACT-FILE—Continued

	American Indian	Asian	Black	Hispanic	White	Foreign students	Total
UTAH—Continued							
C of Eastern Utah	2.4%	0.0%	1.7%	3.5%	92.0%	0.4%	1,107
Dixie C	1.5	0.2	0.7	0.1	98.2	1.3	2,010
Latter-Day Saints Bus C	0.6	0.7	0.1	1.3	85.4	12.0	865
Snow C	0.9	0.0	1.0	0.0	96.6	1.5	1,198
Southern Utah St C	3.9	0.5	1.2	0.9	92.6	0.9	2,378
U of Utah	0.7	2.0	0.5	1.8	92.6	2.5	24,364
Utah St U	0.3	0.7	0.7	0.8	88.4	9.0	11,112
Utah Tech C							
Provo	2.2	2.8	0.1	1.7	90.3	2.9	5,580
Salt Lake	1.1	2.4	0.5	2.8	92.8	0.5	7,198
Weber St C	1.1	1.8	1.3	2.6	90.4	3.0	10,361
Westminster C of Salt Lake City	0.6	1.4	2.1	4.1	88.2	3.6	1,230
VERMONT							
Bennington C	0.0%	0.5%	1.9%	1.1%	90.2%	6.4%	643
Burlington C	1.5	0.0	1.5	1.5	93.9	1.5	131
Champlain C	0.0	0.1	0.4	0.2	99.1	0.1	1,825
C of Saint Joseph the Provider	0.3	0.0	0.3	0.0	98.4	0.0	338
Goddard C	0.0	0.0	7.9	0.0	89.4	2.6	151
Green Mountain C	0.0	0.3	0.3	1.5	96.0	1.8	328
Marlboro C	0.0	0.5	0.5	2.0	95.4	1.5	197
Middlebury C	0.1	0.8	1.6	0.8	95.4	1.3	1,951
Norwich U							
Military C	0.9	0.6	2.2	1.7	93.0	1.6	1,490
Vermont C	0.6	0.3	5.2	2.0	88.6	3.4	1,023
Saint Michael's C	0.0	0.0	0.1	0.0	99.1	0.8	2,080
Sch for International Training	0.3	0.1	0.1	0.7	76.5	22.3	735
Southern Vermont C	0.2	0.0	5.4	2.4	88.7	3.3	460
Sterling Inst	0.0	0.0	0.0	0.0	100.0	0.0	77
Trinity C	0.0	0.1	0.0	0.3	99.1	0.5	870
U of Vermont & St Ag C	0.0	0.8	0.4	0.4	97.5	0.8	11,160
Vermont St C System							
Castleton St C	0.0	0.0	0.5	0.2	99.1	0.0	2,043
CC of Vermont	0.6	0.1	0.1	0.0	99.1	0.1	2,046
Johnson St C	0.0	0.0	0.3	0.0	99.7	0.0	1,214
Lyndon St C	0.0	0.2	0.2	0.4	98.5	0.6	1,080
Vermont Tech C	0.1	0.0	0.1	0.1	99.5	0.1	801
Vermont Law Sch	0.0	0.3	0.8	0.5	97.9	0.5	383
VIRGINIA							
Averett C	0.1%	0.1%	14.7%	0.7%	83.1%	1.3%	916
Bluefield C	0.0	0.0	4.2	0.0	91.0	4.7	402
Bridgewater C	0.0	0.0	2.0	0.0	97.2	0.8	894
C of William & Mary	0.2	1.2	3.4	0.9	91.9	2.5	6,521
Richard Bland C	0.2	0.0	13.1	1.1	84.4	0.4	1,047
Christopher Newport C	0.3	1.1	10.7	0.4	87.2	0.5	4,214
Eastern Mennonite C & Sem	0.0	0.5	2.7	1.3	92.3	3.2	1,008
Eastern Va Med Sch	0.0	2.8	6.2	2.0	88.7	0.3	353
Emory & Henry C	0.0	0.1	2.5	0.3	96.4	0.8	769
Ferrum C	0.0	0.0	6.9	0.1	92.7	0.3	1,638
George Mason U	0.3	3.8	2.7	2.1	88.8	2.2	14,930
Hampden-Sydney C	0.0	0.0	0.8	0.0	98.8	0.4	777
Hampton Inst	0.1	0.3	94.0	0.1	4.1	1.6	3,824
Hollins C	0.0	0.0	2.2	0.2	96.1	1.5	954
James Madison U	0.1	0.4	3.6	0.3	95.5	0.1	9,779
Liberty Baptist C	0.2	0.5	2.8	0.6	93.1	2.7	3,386
Longwood C	0.0	0.4	5.3	0.2	93.9	0.2	2,580
Lynchburg C	0.0	0.5	2.9	0.3	95.2	1.0	2,357
Mary Baldwin C	0.0	0.8	2.9	0.6	95.5	0.1	867
Marymount C of Va	0.2	1.4	3.5	2.2	83.9	8.8	1,060
Mary Washington C	0.2	1.1	2.9	1.2	94.2	0.4	2,936
Norfolk St U	0.0	0.1	86.8	0.1	7.9	5.1	7,346
Old Dominion U	0.4	1.7	8.6	0.9	85.5	2.8	15,781
Presbyterian Sch of Christian Ed	0.0	0.0	4.1	0.0	90.7	5.2	97
Protestant Episcopal Theol Sem in Va	0.0	0.0	4.1	0.5	94.0	1.4	218
Radford U	0.3	0.5	2.0	0.6	95.7	0.0	5,903
Randolph-Macon C	0.8	0.8	1.5	0.6	95.6	0.6	925
Randolph-Macon Woman's C	0.1	0.5	0.9	0.8	95.7	1.9	739
U of Richmond	0.1	0.5	3.4	0.3	94.9	0.9	4,411
Roanoke C	0.1	0.1	2.1	0.2	97.4	0.0	1,384
Saint Paul's C	0.0	0.0	96.1	0.0	3.9	0.0	687
Shenandoah C and Conservatory of Music	0.0	0.0	7.6	0.0	91.9	0.6	874
Southern Sem JC	0.0	0.0	0.7	0.0	96.9	2.4	286
Sweet Briar C	0.0	0.0	0.7	0.0	94.7	4.6	736
Union Theol Sem	0.0	0.0	1.2	0.4	97.1	1.2	244
U of Virginia							
Main campus	0.1	1.7	6.8	0.4	89.2	1.9	17,118
Clinch Valley C	0.0	0.5	1.6	0.2	97.5	0.2	1,282
Virginia Commonwealth U	0.3	1.7	15.6	0.7	81.2	0.6	20,031
Virginia Intermont C	0.0	0.3	4.1	4.9	86.4	4.3	610
Virginia Military Inst	0.0	2.0	4.7	1.1	90.8	1.4	1,321
Virginia Poly & St U	0.1	1.4	3.6	0.5	90.4	4.1	22,921
Virginia St U	0.0	0.8	84.7	0.3	12.3	1.8	4,526
Virginia St CC System							
Blue Ridge	0.0	0.7	3.0	0.3	96.0	0.0	2,017
Central Va	0.2	0.4	12.4	0.1	86.8	0.1	3,880
Dabney Lancaster	0.0	0.4	5.9	0.1	93.6	0.0	921
Danville	0.0	0.2	20.9	0.2	78.7	0.0	2,377
Eastern Shore	0.3	0.0	20.9	0.3	78.6	0.0	345
Germanna	0.3	0.6	9.1	0.6	89.3	0.1	1,641
J Sargeant Reynolds	0.3	1.1	26.6	0.2	71.6	0.2	10,162
John Tyler	0.2	0.9	20.2	0.4	78.1	0.1	4,089
Lord Fairfax	0.1	0.2	2.6	0.1	96.7	0.2	1,763
Mountain Empire	0.0	0.0	1.0	0.0	98.9	0.0	2,014
New River	0.1	0.4	4.0	0.2	95.1	0.3	3,044
Northern Virginia	0.2	5.6	7.4	2.3	82.4	2.1	34,235
Patrick Henry	0.0	0.3	10.5	0.1	89.1	0.1	1,344
Paul D Camp	0.1	0.1	42.9	0.0	57.0	0.0	1,115
Piedmont Va	0.1	1.4	8.0	0.3	89.5	0.6	3,348
Rappahannock	0.6	0.2	17.6	0.1	81.3	0.2	1,259
Southside Va	0.0	0.2	29.9	0.1	69.7	0.0	1,256
Southwest Virginia	0.1	0.1	1.2	0.1	98.4	0.1	2,683
Thomas Nelson	0.4	1.5	26.6	0.7	70.8	0.1	6,284
Tidewater	0.4	2.6	15.9	0.8	79.9	0.3	15,035
Virginia Highlands	0.0	0.3	1.5	0.1	97.9	0.1	1,436
Virginia Western	0.1	0.5	7.6	0.2	91.4	0.2	5,478
Wytheville	0.0	0.3	2.6	0.2	96.8	0.1	1,552
Virginia Union U	0.0	0.1	99.6	0.1	0.2	0.0	1,297
Virginia Wesleyan C	0.0	0.5	7.3	0.2	89.4	2.6	837
Washington & Lee U	0.0	0.1	2.2	0.1	97.0	0.6	1,708
WASHINGTON							
Bellevue CC	0.8%	3.7%	1.6%	1.1%	92.1%	0.7%	6,879
Big Bend CC	0.5	1.3	1.4	5.0	88.0	3.7	1,500
Centralia C	0.6	1.1	0.1	0.5	97.3	0.3	2,662
Central Wash U	1.2	1.6	2.0	1.5	92.0	1.7	6,980
City C	1.2	3.2	5.0	1.2	84.5	4.9	2,190
Clark C	0.7	0.9	0.5	0.5	96.6	0.8	5,731
Columbia Basin CC	0.2	1.4	0.5	1.2	96.6	0.1	5,798
Cornish Inst	0.6	3.2	5.5	0.2	87.7	2.8	506
Eastern Wash U	1.5	1.1	1.2	1.5	91.0	3.7	8,156
Edmonds CC	0.9	3.4	1.9	1.2	90.9	1.7	5,196
Everett CC	1.7	2.9	0.4	1.1	93.3	0.6	5,015
Evergreen St C	1.1	1.7	3.9	1.3	91.3	0.8	2,611
Ft Steilacoom CC	1.1	4.1	8.7	3.1	81.6	1.3	6,604
Gonzaga U	0.4	1.7	0.6	1.3	86.3	9.7	3,491
Grays Harbor C	2.6	0.9	0.4	0.4	95.3	0.4	2,232
Green River CC	1.0	3.1	1.3	1.1	93.0	0.5	4,852
Heritage C	18.2	4.8	0.3	12.0	23.6	41.1	282
Highline CC	1.3	7.4	2.0	1.5	87.8	0.1	6,689
Lower Columbia C	0.9	1.9	0.4	0.4	96.1	0.3	2,771
Lummi C Fisheries	94.7	0.0	0.0	0.0	5.3	0.0	19
Lutheran Bible Inst of Seattle	0.0	0.0	0.0	0.0	97.2	2.8	217
North Seattle CC	0.8	8.6	2.3	1.1	86.9	0.3	6,114
Northwest C of the Assemblies of God	0.6	2.5	0.4	2.2	92.8	1.5	719
Olympia Tech CC	0.2	1.3	0.4	0.5	97.5	0.1	2,996
Olympic C	1.5	4.3	2.3	2.0	89.8	0.2	5,338
Pacific Lutheran U	0.6	3.0	1.9	0.9	90.8	2.9	3,583
Peninsula C	2.5	1.1	0.1	0.6	95.5	0.3	1,984
U of Puget Sound	0.5	4.7	2.1	1.0	90.3	1.5	4,190
Puget Sound C of Bible	0.0	0.0	2.7	0.7	96.0	0.7	150
Saint Martin's C	1.4	3.5	1.2	2.3	71.6	20.1	517
Seattle CC District							
Central	1.9	10.0	11.0	2.1	72.3	2.6	5,404
South	1.5	6.8	4.2	1.6	81.6	4.3	4,078
Seattle Pacific U	1.4	2.5	1.7	0.6	88.2	5.6	2,720
Seattle U	0.6	5.9	3.0	1.1	79.8	9.4	4,508
Shoreline CC	0.7	3.9	1.4	0.9	88.7	3.5	5,532
Skagit Valley C	1.7	1.5	0.6	1.8	92.9	1.5	3,486
Spokane CC	1.3	1.4	1.1	0.8	95.2	0.2	6,610
Spokane Falls CC	1.4	1.1	1.6	1.1	94.6	0.1	8,011
Tacoma CC	1.8	4.3	8.3	2.0	80.2	3.4	3,973
Walla Walla C	0.5	1.1	1.9	1.5	78.1	16.9	1,717
Walla Walla CC	1.2	0.6	3.0	1.4	92.7	1.1	3,363
U of Washington	0.9	10.1	3.0	1.3	81.0	3.6	34,466
Washington St U	0.8	2.5	1.9	0.9	89.0	5.0	16,746
Wenatchee Valley C	4.6	0.7	1.0	1.3	91.8	0.7	1,930
Western Washington U	0.7	1.7	0.7	0.6	93.9	2.4	9,352
Whatcom CC	1.4	0.7	0.2	0.9	95.8	1.0	1,880
Whitman C	0.2	3.9	0.9	0.9	92.6	1.6	1,280
Whitworth C	0.7	2.3	1.6	0.3	89.0	6.1	1,682
Yakima Valley CC	3.4	1.0	1.1	5.5	87.2	1.8	2,987
WEST VIRGINIA							
Alderson Broaddus C	0.1%	0.5%	3.5%	0.7%	93.2%	1.9%	827
Appalachian Bible C	0.5	0.5	0.5	0.0	98.6	0.0	207
Beckley C	0.0	0.7	6.9	0.0	92.4	0.0	1,573
Bethany C	0.0	0.3	1.7	0.9	94.2	3.0	770
Bluefield St C	0.1	0.2	9.5	0.1	89.4	0.7	2,604
Concord C	0.1	0.6	6.7	0.4	91.6	0.6	2,282
Davis & Elkins C	0.0	0.4	4.1	1.4	92.4	1.7	952
Fairmont St C	0.2	0.3	3.4	0.4	95.3	0.5	5,190
Glenville St C	0.1	0.2	1.7	0.1	97.7	0.3	1,785
Huntington C of Business	0.0	0.0	11.0	0.0	88.8	0.2	472
Marshall U	0.1	0.4	2.9	0.3	94.7	1.6	11,741
Ohio Valley C	0.0	0.0	5.1	0.4	93.1	1.5	275
Parkersburg CC	0.1	0.4	0.6	0.1	98.7	0.0	3,419
Potomac St C	0.0	0.1	5.2	0.1	94.4	0.2	806
Salem C							
Main campus	0.0	0.3	5.1	0.8	93.5	0.3	769
Clarksburg	0.0	0.0	2.4	0.0	97.0	0.7	285
Shepherd C	0.4	0.2	2.6	0.1	96.6	0.0	3,138
Southern W Va CC	0.4	3.1	2.1	0.2	94.0	0.0	1,778
U of Charleston	0.1	1.0	1.8	0.9	95.9	0.3	2,215
West Liberty St C	0.0	0.2	3.9	0.4	95.5	1.0	2,513
West Va C of Grad Studies	0.2	1.3	5.4	0.5	92.4	0.2	2,986
West Va C of Osteo Med	0.4	0.4	1.7	0.4	97.0	0.0	232
West Virginia Inst of Tech	0.1	1.5	7.3	0.4	86.5	4.3	3,363
West Virginia Northern CC	0.2	0.5	2.0	0.3	96.9	0.1	3,814
West Virginia St C	0.4	0.7	13.7	0.3	84.9	0.0	4,352
West Virginia U	0.1	0.7	2.2	0.3	92.5	4.2	21,337
West Virginia Wesleyan C	0.1	0.3	2.6	0.4	94.6	2.0	1,579
Wheeling C	0.0	1.3	1.3	0.3	95.3	1.8	980
WISCONSIN							
Alverno C	1.0%	0.7%	8.2%	1.7%	88.3%	0.2%	1,350
Beloit C	0.2	0.6	2.4	0.8	92.2	3.7	1,081
Blackhawk Tech Inst	1.0	1.0	4.1	0.0	93.9	0.0	2,287
Cardinal Stritch C	0.4	0.7	7.6	0.8	89.5	0.8	1,201
Carroll C	0.1	0.6	2.6	3.4	92.2	0.8	1,380
Carthage C	0.0	0.2	3.3	0.7	95.2	0.5	1,376
Concordia C	0.2	0.6	14.4	0.6	79.9	4.3	647
District One Tech Inst	1.1	0.3	0.0	0.1	98.3	0.2	3,146
Edgewood C	0.3	0.1	2.7	0.4	93.6	2.9	780
Fox Valley Tech Inst	1.4	0.5	0.1	1.6	96.4	0.0	5,280
Gateway Tech Inst	0.0	0.0	6.5	1.0	91.7	0.0	6,938
Holy Redeemer C	0.0	1.7	1.7	1.7	93.3	1.7	60
Inst of Paper Chemistry	0.0	2.9	1.9	0.0	88.5	6.7	104
Lakeland C	0.2	0.2	8.5	0.4	88.8	1.9	808
Lakeshore Tech Inst	0.1	3.1	0.1	0.0	96.7	0.1	3,545
Lawrence U	0.3	0.4	1.7	0.3	95.7	1.7	1,067
Madison Area Tech C	0.3	2.6	1.9	1.1	93.9	0.3	7,168
Marian C of Fond Du Lac	0.6	0.8	1.3	0.4	96.4	0.6	528
Marquette U	0.3	1.6	3.8	2.2	89.6	2.5	11,664
Med C of Wisconsin	0.2	2.8	4.8	5.4	85.1	1.6	866
Mid-State Tech Inst	2.1	0.6	0.1	0.4	96.8	0.0	1,576
Milwaukee Area Tech C	0.9	1.4	13.9	1.8	81.6	0.4	22,598
Milwaukee Inst of Art & Design	0.6	1.3	6.6	0.6	90.6	0.3	319
Milwaukee Sch of Engineering	0.1	1.1	3.5	0.9	92.8	1.7	2,536
Moraine Park Tech Inst	0.4	0.5	0.2	0.6	98.3	0.0	5,545
Mt Mary C	0.2	0.7	4.8	1.3	90.9	2.2	1,111
Mt Senario C	28.5	0.4	5.2	1.6	61.2	3.1	516
Nashotah House	0.0	0.0	0.0	0.0	100.0	0.0	73
Nicolet C & Tech Inst	3.6	0.8	0.1	0.2	95.2	0.0	1,265
North Central Tech Inst	1.3	2.3	0.0	0.1	96.2	0.1	3,521
Northeast Wis Tech Inst	2.8	3.0	0.2	1.0	92.9	0.0	5,540
WISCONSIN—Continued							
Northland C	8.9%	0.2%	1.1%	0.6%	85.1%	3.3%	700
Northwestern C	0.0	0.7	0.4	0.0	96.9	0.0	269
Ripon C	0.2	1.1	1.3	1.1	94.8	1.5	918
Sacred Heart Sch of Theol	1.1	1.1	1.1	4.4	88.9	3.3	90
Saint Francis Sem of Pastoral Ministry	0.0	0.0	2.5	1.2	96.3	0.0	81
Saint Norbert C	0.1	0.1	0.3	0.1	99.3	0.2	1,672
Silver Lake C	0.0	1.5	0.0	0.0	98.5	0.0	411
Southwest Wisconsin Voc-Tech Inst	0.0	0.8	0.0	0.0	99.2	0.0	1,066
Viterbo C	0.2	0.4	0.8	0.5	97.6	0.9	1,165
Waukesha Co Tech Inst	0.3	0.2	0.3	0.6	98.6	0.0	5,710
Western Wis Tech Inst	0.4	1.8	0.2	0.6	96.7	0.2	4,868
U of Wisconsin							
Centers	0.3	0.6	1.2	0.5	97.2	0.2	10,380
Eau Claire	0.5	0.3	0.4	0.2	97.3	1.2	10,883
Green Bay	2.0	0.4	1.2	0.3	92.7	3.3	4,681
La Crosse	0.2	0.3	0.6	0.4	98.0	0.6	8,659
Madison	0.3	1.5	2.0	1.1	89.1	6.0	42,230
Milwaukee	0.6	1.1	6.6	1.6	87.5	2.6	26,119
Oshkosh	0.4	0.4	1.6	0.4	96.4	0.8	10,683
Parkside	0.2	0.9	3.4	1.6	93.5	0.4	5,850
Platteville	0.3	0.2	1.0	0.2	96.7	1.6	5,335
River Falls	1.2	0.1	0.7	0.2	95.9	1.9	5,334
Stevens Point	0.5	0.4	0.4	0.3	96.3	2.1	9,016
Stout	0.4	0.3	0.8	0.3	94.9	3.3	7,595
Superior	1.5	0.6	1.4	0.4	93.1	3.0	2,171
Whitewater	0.1	0.3	1.5	0.6	96.0	1.4	10,321
Wisconsin Consv of Music	0.0	0.0	22.5	3.3	71.7	2.5	120
Wisconsin Lutheran C	0.0	0.0	2.8	0.0	94.3	2.8	106
Wisconsin Voc-Tech Adult Education District	2.9	0.5	0.7	0.4	95.6	0.0	2,592
WYOMING							
Casper C	0.6%	0.4%	0.5%	1.2%	96.5%	0.8%	3,475
Central Wyoming C	10.9	0.6	0.6	1.1	86.1	0.6	967
Eastern Wyoming C	0.4	0.1	0.4	3.5	95.4	0.3	798
Laramie County CC	0.6	0.6	2.1	3.3	89.4	3.1	3,188
Northwest CC	0.4	0.0	0.1	2.4	96.4	0.6	1,603
Sheridan C	0.8	0.0	0.4	0.1	97.4	1.2	1,209
U of Wyoming	0.5	0.6	0.7	1.3	93.4	3.5	10,209
Western Wyoming CC	0.3	1.1	0.1	2.7	94.0	0.9	1,264
U.S. SERVICE SCHOOLS							
Air Force Inst of Tech	0.4%	1.5%	1.9%	0.4%	92.5%	3.3%	957
CC of the Air Force	0.0	0.0	14.6	0.0	85.4	0.0	40,401
Naval Postgraduate Sch	0.3	0.4	0.7	1.0	82.2	15.5	1,519
Uniformed Services U of the Health Sciences	0.5	4.7	3.1	2.8	88.8	0.0	636
US Air Force Acad	0.7	3.2	7.8	4.7	83.1	0.4	4,447
US Coast Guard Acad	0.5	1.5	1.7	2.2	91.8	2.2	939
US Merchant Marine Acad	0.4	1.9	2.5	2.8	91.8	0.6	1,140
US Military Acad	0.3	2.8	7.8	3.7	85.2	0.4	4,472
US Naval Acad	0.5	4.7	4.7	4.0	85.6	0.5	4,617
AMERICAN SAMOA							
American Samoa CC	0.0%	92.1%	0.0%	0.2%	3.1%	4.7%	1,007
GUAM							
U of Guam	0.3%	70.6%	1.0%	1.8%	14.7%	11.7%	2,574
PUERTO RICO							
American C of Puerto Rico	0.0%	0.0%	0.0%	100%	0.0%	0.0%	3,518
Antillian C	0.0	0.0	0.5	93.5	0.2	5.8	919
Bayamon Central U	0.0	0.0	0.0	100.0	0.0	0.0	1,724
Bayamon Tech U C	0.0	0.0	0.0	100.0	0.0	0.0	4,444
Caribbean Ctr for Advanced Studies	0.0	0.4	0.2	90.5	3.3	5.6	486
Caribbean U C	0.0	0.0	0.0	100.0	0.0	0.0	2,692
Catholic U of PR	0.0	0.0	0.0	99.9	0.0	0.1	13,048
Ctr for Advanced Studies on Puerto Rico and the Caribbean	0.4	0.0	0.0	99.6	0.0	0.0	230
U Central Caribe Med Sch of Cayey	0.0	0.3	0.0	90.3	9.1	0.3	318
Christian U C America	0.0	0.0	0.0	100.0	0.0	0.0	243
C U Metropolitano	0.0	0.0	0.0	100.0	0.0	0.0	4,358
Consv of Music of Puerto Rico	0.0	0.0	0.8	98.5	0.0	0.8	264
Colegio U Del Turabo	0.0	0.0	0.0	100.0	0.0	0.0	6,469
Inter-American U							
Aguadilla	0.0	0.0	0.0	100.0	0.0	0.0	2,603
Arecibo	0.0	0.0	0.0	100.0	0.0	0.0	3,604
Barranquitas	0.0	0.0	0.0	100.0	0.0	0.0	1,366
Fajardo	0.0	0.0	0.0	100.0	0.0	0.0	1,816
Guayama	0.0	0.0	0.0	100.0	0.0	0.0	1,256
Metropolitan	0.0	0.0	0.0	100.0	0.0	0.0	16,608
Ponce	0.0	0.0	0.0	100.0	0.0	0.0	2,100
San German	0.0	0.0	0.0	100.0	0.0	0.0	7,431
International Inst of the Americas of World U	0.0	0.0	0.0	98.6	0.0	1.4	5,327
Ponce Sch of Med	0.0	1.1	0.0	89.8	8.5	0.6	177
Puerto Rico JC	0.0	0.0	0.0	100.0	0.0	0.0	4,405
U Politecnica of Puerto Rico	0.0	0.0	0.0	100.0	0.0	0.0	579
U of Puerto Rico							
Cayey U C	0.0	0.0	0.0	100.0	0.0	0.0	3,319
Humacao U C	0.0	0.0	0.0	100.0	0.0	0.0	3,134
Mayaguez	0.0	0.1	0.1	99.7	0.2	0.0	9,241
Medical Sciences	0.0	0.0	0.0	100.0	0.0	0.0	2,911
Regional C's Admin	0.0	0.0	0.0	100.0	0.0	0.0	12,673
Rio Piedras	0.0	0.0	0.0	100.0	0.0	0.0	19,755
U of the Sacred Heart	0.0	0.0	0.0	100.0	0.0	0.0	7,275
Tech C of the Municipality of San Juan	0.0	0.0	0.0	100.0	0.0	0.0	1,027
TRUST TERRITORY							
CC of Micronesia	0.0%	100%	0.0%	0.0%	0.0%	0.0%	262
Micronesian Occupational C	0.0	99.4	0.0	0.0	0.0	0.6	336
VIRGIN ISLANDS							
C of the Virgin Islands	0.1%	1.3%	71.6%	4.1%	11.1%	11.8%	2,744

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News Summary

Articles on inside pages

The next issue of The Chronicle, dated January 9, will be mailed on January 4.

Americans—in government, in the churches, and in the Jewish community—could have done more to help the victims of the Holocaust, a University of Massachusetts historian contends. Story on Page 5.

Lobbyists are concerned about the effects on colleges of several recent tax-reform proposals, even though chances for the passage of such a plan in the next Congress appear dim. Stories on Page 17.

The movement to help humanities Ph.D.'s find jobs outside academe is at a crossroads, and programs for career changers are shutting down. Story on Page 21.

California State University and its faculty union have reached agreement on a contract giving faculty members a 10-per-cent pay raise. Story on Page 21.

The Cherry Bowl, to be played for the first time on December 22 in Pontiac, Mich., may turn out to be the fifth or sixth richest of the 18 college bowl games. Story on Page 27.

France's student revolts of 1968 were caused as much by changes within the universities as by any politicizing of students, according to one of the country's leading sociologists. Story on Page 29.

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President Backs Plan to Cut Student Loans

Reductions eyed in support for libraries, job training

By DONNA ENGELGAU

WASHINGTON

President Reagan last week approved spending cuts for some student-aid programs, as he and his aides searched for ways to hold spending in fiscal 1986 to the 1985 level of $968-billion. Mr. Reagan will send his 1986 budget to Congress in January.

The President is expected to propose more stringent eligibility rules for federally subsidized Guaranteed Student Loans, restricting aid to those most in need after all sources of family income are taken into account.

He also reportedly approved cuts in aid to libraries and in job-training programs. They were part of a package of about $34-billion in spending reductions that he and his budget advisers drew up to offset expected increases in defense spending and Social Security benefits.

Sources indicated that there could be a freeze or cuts in spending for other programs such as education aid for the handi-

Continued on Page 18, Column 1

Enrollments Stable This Fall; Faculty Salaries Up 7 Pct., Outpacing Inflation Rate

By JEAN EVANGELAUF

Enrollments

College and university enrollments are holding steady this fall.

Although the final figures have not yet been tallied, observers expect the total enrollment to be close to last year's record of 12.46 million.

Preliminary results from a new survey sponsored by the Association Council for Policy Analysis and Research indicate that the figure is essentially unchanged from 1983's. Public institutions have a slight increase, enrollment at independent institutions is stable, and degree-granting proprietary institutions are noting slight losses, according to the survey.

The National Center for Education Statistics, in figures released only recently, said enrollment in fall 1983 stood at 12,464,661, a modest 0.3 per cent gain over the previous year. At private colleges and universities enrollments rose 1.9 per cent, to 2,781,927.

Public institutions registered a slight drop of 0.1 per cent in 1983, enrolling 9,682,734 students. However, public uni-

Continued on Page 14, Column 1

Salaries

Faculty salaries have risen an average of 7.3 per cent this year, a new *Chronicle* survey has found.

And because the rate of inflation continues to slow, college and university professors are making modest headway in regaining the purchasing power they lost during the 1970's, when inflation outpaced raises.

Money for those faculty raises is coming from tuition increases and state budgets that generally are more robust than in recent years.

The survey results show that the average salary of full professors is up 6.9 per cent, while for associate and assistant professors, the increase is 7.6 per cent. The increases for those at public and private institutions are similar.

Unions Getting 6-7 Pct.

Based on meetings he has had with administrators who negotiate collective-bargaining contracts at four-year institutions, Thomas Wagner, vice-provost of the University of Cincinnati, said, "Salary settlements are running somewhat above the cost of living, at 6 or 7 per cent. And some colleges with new contracts that are in the range of 3 and 4 per cent are coming off of years that were high, with increases of 7, 8 or 9 per cent."

At Cincinnati, the salary budget will increase [illegible] per cent this academic year and 7 per cent in 1985-86. Most faculty members will receive raises ranging from 4.5 per cent to 8 per cent, Mr. Wagner said.

Other examples of salary increases:

► South Carolina's public colleges and universities received 8 per cent more for faculty salaries this year than in the previous year. Tax revenue is up, and some of the money slated for a taxpayer rebate was directed to higher education instead. And, for the first time since 1978, the institutions

Continued on Page 24, Column 1

Thatcher Faces Revolt on Student Aid

By DAVID WALKER

LONDON

The British government's decision to reduce its contributions to student financial aid has provoked one of the stiffest political tests for Prime Minister Margaret Thatcher since her re-election in 1983.

In Parliament, 160 members of Mrs. Thatcher's Conservative Party have signed a motion condemning the plan. If the signers joined with opposition members of Parliament, their votes would be sufficient to defeat the government for the first time since it was re-elected last year.

The author of the financial-aid changes—Sir Keith Joseph, Secretary of State for Education and Science—faces strong calls for his resignation from within the Conservative Party. Sir Keith has said that the savings on student aid are necessary to pay for a $49-million increase in aid for scientific research.

The government's plan would alter the scale on which parental contributions to a student's tuition are based. A typical middle-income family would be expected to pay about $625 a year more for each child attending a university or college.

The proposed changes have provoked

Continued on Page 30, Column 1

Atwell, New Chief of American Council, Is Optimistic About Lobbying Efforts

By LAWRENCE BIEMILLER

WASHINGTON

The new president of the American Council on Education said last week that he was optimistic about the influence that higher education's Washington representatives will be able to wield as Congress and the Reagan Administration take up a series of fiscal issues with important implications for colleges and universities.

Among the issues on the 1985 legislative calendar that will affect higher-education institutions are tax reform and extension of the Higher Education Act.

"We're on a roll," said the A.C.E. president, Robert H. Atwell, adding that the public's renewed interest in education issues, sparked by the release of *A Nation At Risk* and similar reports, had strengthened the hand of college and university spokesmen here.

But he also predicted that higher education's lobbyists faced "a tough couple of months" during which President Reagan would call for recisions in federal spending for the current fiscal year and, at almost the same time, seek substantial reductions

Continued on Page 18, Column 1

Frank Newman to Head States Commission

DENVER

Frank Newman, a fellow at the Carnegie Foundation for the Advancement of Teaching and former president of the University of Rhode Island, was named last week as executive director of the Education Commission of the States here.

Mr. Newman will succeed Robert C. Andringa, executive director since 1980. Mr. Andringa will remain at the commission for a year as a senior fellow.

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Fall Enrollment Up Slightly at Public Colleges, Stable at Private Institutions, Survey Finds

Continued from Page 1

versities that grant the doctorate gained 1.9 per cent over 1982 levels, while other four-year institutions and two-year colleges reported losses.

Other N.C.E.S. figures for 1983 may be more worrisome to educators: the number of first-time freshmen was down 2.5 per cent from 1982.

This fall, the four states with the largest numbers of students are experiencing declines or slower growth than they had last year:

► In California, enrollment is up about 2.5 per cent in the University of California system and 0.7 per cent in the California State University system. However, preliminary figures show a drop of about 8 per cent at the California community colleges, which enroll about one out of every ten college students in the United States.

► In New York, enrollment at the State University of New York is down 2.5 per cent; the City University of New York reports stable enrollments; and private-college figures are down 0.9 per cent.

► In Texas, total enrollment is up 0.8 per cent, the smallest increase recorded there since 1965.

► In Illinois, enrollments also rose 0.8 per cent, due to a 2.1-per-cent increase at the community colleges. Enrollment at public universities dropped 0.3 per cent, and private institutions had a loss of 1 per cent.

Although the number of high-school graduates peaked in 1977, increased enrollments of older and part-time students have masked the effects of the shrinking of the traditional college population. Now that the economy is improving, many of those "nontraditional" students are returning to work. Most affected are the community colleges, whose enrollments dipped slightly last year and are thought to be even lower this fall.

One such case is to be found in Ohio, where a 6-per-cent drop in two-year-college enrollment is being attributed to a stronger economy.

The unevenness of the recovery is boosting some enrollments, though. In Nebraska, for example, the deteriorating farm economy and accompanying unemployment have prompted more students to attend the state's two-year technical colleges this fall. However, at the University of Nebraska, enrollment is down from last year's peak, and the number of freshmen has dropped for the fourth consecutive year.

Many campuses have not yet experienced a serious downturn in enrollment because administrators are redoubling their efforts to please students in what is becoming a buyers' market. The number of merit scholarships is up, presidents are squeezing budgets in order to limit tuition increases, and academic programs are being revamped. Competition for students is heating up, and admissions directors are marketing their institutions' programs regionally and nationwide.

State Policies Affect Growth

In a number of states, including California, Iowa, Mississippi, and Texas, officials have stiffened admissions requirements or capped enrollments at some of the state universities in an effort to improve quality and redirect students to other state campuses that are experiencing less enrollment pressure.

The enrollment outlook for private institutions is mixed. The most selective private institutions are still swamped with applicants and can pick and choose among them to create an entering freshman class with the desired mix of academic talents and extracurricular interests. Others are losing students to state institutions, where costs are lower and quality is improving.

In Illinois, for example, officials at a number of small colleges believe that some of the students they were hoping to enroll went instead to public campuses.

Last fall, government figures show, enrollment at private doctoral institutions fell by 4.4 per cent. At "comprehensive" private institutions—those that have diverse graduate programs but lack significant doctoral-level education—the enrollment jumped 9.2 per cent.

Private liberal-arts colleges reported declines of 2.3 per cent.

Graduate-school enrollment is unchanged from last year, according to a survey by the Council of Graduate School in the United States and the Graduate Record Examinations Board. The number of first-time graduate students is up 1.1 per cent. The survey also found an improved financial picture for graduate students. Average stipends are up, and the number of graduate fellowships increased by about 5 per cent.

Figures from the National Center for Education Statistics indicated that the number of students in professional programs such as law and medicine had not changed from 1982 to 1983.

Next month the Association Council for Policy Analysis and Research will release the full report of its enrollment survey.

FACT–FILE

Enrollment, Stipends, and Degrees at 239 Graduate Schools, Fall 1984

	Public institutions		Private institutions		All institutions	
	Fall 1984	1-year change	Fall 1984	1-year change	Fall 1984	1-year change
Total graduate-school enrollment						
Master's-degree-only institutions	56,943	−0.1%	12,325	−1.2%	69,268	−0.3%
Ph.D.-granting institutions	355,763	−0.3%	107,176	+1.2%	462,939	+0.1%
All institutions	412,706	−0.2%	119,501	+1.0%	532,207	+0.0%
First-time graduate students						
Master's-degree-only institutions	13,904	+6.5%	3,178	+6.7%	17,082	+6.5%
Ph.D.-granting institutions	86,446	+0.7%	26,226	−0.9%	112,672	+0.3%
All institutions	100,350	+1.5%	29,404	−0.1%	129,754	+1.1%
Applications received						
Master's-degree-only institutions	26,112	+4.5%	5,895	+4.2%	32,007	+4.4%
Ph.D.-granting institutions	289,542	−3.5%	108,899	−2.2%	398,441	−3.1%
All institutions	315,654	−2.8%	114,794	−1.9%	430,448	−2.6%
Graduate assistants						
Master's-degree-only institutions	4,022	+7.4%	478	+4.8%	4,500	+7.1%
Ph.D.-granting institutions	76,530	−1.0%	19,141	+1.8%	95,671	−0.5%
All institutions	80,552	−0.6%	19,619	+1.9%	100,171	−0.2%
Graduate fellows						
All institutions	12,061	+4.4%	10,342	+6.8%	22,403	+5.4%
Average stipends for teaching assistants						
Chemistry departments						
Master's-degree-only institutions	$ 2,343	+9.2%	$ 1,075	+16.8%	$ 1,994	+10.2%
Ph.D.-granting institutions	5,252	+8.3%	4,611	+18.7%	5,024	+11.5%
All institutions	4,469	+8.4%	3,895	+18.6%	4,276	+11.4%
Economics departments						
Master's-degree-only institutions	$ 2,055	+2.9%	$ 967	+5.5%	$ 1,813	+3.2%
Ph.D.-granting institutions	3,846	+8.8%	3,380	+7.1%	3,307	+8.3%
All institutions	3,363	+7.8%	2,897	+7.0%	3,234	+7.6%
Electrical-engineering departments						
Master's-degree-only institutions	$ 1,015	+2.7%	$ 700	+2.4%	$ 945	+2.7%
Ph.D.-granting institutions	3,825	+7.2%	2,691	+3.1%	3,419	+6.0%
All institutions	3,064	+6.8%	2,372	+3.0%	2,838	+5.8%
English departments						
Master's-degree-only institutions	$ 2,457	+2.5%	$ 1,941	+12.1%	$ 2,314	+4.6%
Ph.D.-granting institutions	4,185	+8.8%	2,752	+7.1%	3,674	+8.4%
All institutions	3,714	+7.6%	2,586	+7.9%	3,334	+7.7%
Degrees awarded in 1983-84						
Master's	85,571	−0.7%	26,420	2.7%	111,991	−1.2%
Ph.D.	13,903	+2.1%	5,371	−0.4%	19,274	+1.4%

Note: Data are based on reports of 239 institutions, or 64 per cent of the 372 institutions that are members of the Council of Graduate Schools. Data for stipends are for first-time teaching assistants working 20 hours per week for 9 or 10 months. Because of varying practices among institutions, the data for average stipends may be less reliable than the percentage change in average stipends.

SOURCE: COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES AND GRADUATE RECORD EXAMINATIONS BOARD

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Complete proposals must be postmarked on or before ***January 15, 1985*** for travel to begin after ***June 1, 1985.*** Late or incomplete applications cannot be accepted. For further information, applications and instructions, please call or write:

NEH
Program Officer, Travel to Collections
Div. of Research Programs, Room 319
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W., Washington, DC 20506
202/786-0207

Faculty Pay Rises 7.3 Pct. in Year, Beating Inflation

Continued from Page 1

received all the funds to which they were entitled under the state's appropriations formula, according to Charles A. Brooks, an official of the State Commission on Higher Education. Population growth and economic recovery contributed to the revenue increase, Mr. Brooks said.

► At the University of Iowa, the salary budget is up nearly 11 per cent this year, following a lean year in which no one got raises. The money is coming from state appropriations and tuition increases that were earmarked for a special "faculty vitality fund," according to Richard D. Remington, vice-president for academic affairs. Raises for individuals are based entirely on merit and varied substantially, he said.

► For faculty members at the 17 institutions belonging to the Minnesota Private College Council, average salaries are up by 5 to 7 per cent this fall, according to Larry G. Osnes, the council's president. A few of the institutions froze salaries this year. "They are not in serious trouble, but they're cautious budgeters," he said, and are waiting to see the outcome of legislation to increase financial aid to private-college students before they raise salaries.

► At the University of Wisconsin, salaries are up less than 4 per cent this year, but officials there are asking the governor and legislature to approve $45-million for "catch-up" raises ranging from 9 per cent to 15 per cent at the various campuses, as well as $145-million for "keep-up" raises of 8.5 per cent and 9.5 per cent over the next two academic years.

Average Salary Is $29,700

This year the average faculty member is making $29,700, according to the *Chronicle* survey. That figure is the weighted average of the salaries of the top three ranks, plus instructors. The "confidence interval" for that figure is $410, meaning that there is a 95-per-cent probability that the estimated average varies from the true average of the sample population by no more than plus or minus $410.

Irving J. Spitzberg, Jr., who recently stepped down as general secretary of the American Association of University Professors, said he thought the survey's figures were high, but he added, "It's important to keep in mind the growing salary differentiation among the disciplines. What does it really mean for the English professor and the chemistry professor?"

Mr. Spitzberg, who is now executive director-designate of the Council for Liberal Learning of the Association of American Colleges, criticized the trend toward raises based on merit without an inflation adjustment. "When you concentrate on merit, people with small increases continue to lose," he said.

The survey results are based on the responses of 1,866 faculty members who taught full time in both 1983-84 and 1984-85. The response rate was about 31 per cent. The figures were adjusted to a nine-month basis.

Last year the *Chronicle* survey showed a gain over 1982-83 of 6.1 per cent for continuing faculty members. That was slightly higher than the 5.7-per-cent increase reported by the American Association of University Professors based on a survey of 1,248 institutions (*The Chronicle*, March 21, 1984). Unlike the A.A.U.P. survey, the *Chronicle* survey is based on reports from individual faculty members.

Excluded from the sample were faculty members at private two-year colleges, at institutions with fewer than 500 students; and at law, medical, and proprietary schools.

The survey was conducted for *The Chronicle* by John Minter Associates, a research firm in Boulder, Colo.

CHRONICLE SURVEY

Faculty Salaries: 1984-85 Estimates

Public Institutions

	Ph.D.-granting		Comprehensive	
	Average (a)	Increase (b)	Average (a)	Increase (b)
Professor	$40,300	7.7%	$34,500	6.4%
Associate professor	31,100	7.6%	28,000	7.3%
Assistant professor	25,200	7.2%	24,200	8.3%
All ranks (c)	34,100	7.6%	29,400	7.0%

	2-year		Total	
	Average (a)	Increase (b)	Average (a)	Increase (b)
Professor	$32,900	6.4%	$36,700	7.0%
Associate professor	26,800	8.4%	29,000	7.6%
Assistant professor	23,700	6.7%	24,400	7.7%
All ranks (c)	27,300	7.1%	31,500	7.3%

Private Institutions

	Ph.D.-granting		Comprehensive	
	Average (a)	Increase (b)	Average (a)	Increase (b)
Professor	$40,200	6.3%	$32,900	6.0%
Associate professor	30,100	6.7%	25,100	8.5%
Assistant professor	24,900	7.2%	21,200	7.3%
All ranks (c)	32,400	6.6%	26,500	7.1%

	General baccalaureate		Total	
	Average (a)	Increase (b)	Average (a)	Increase (b)
Professor	$29,500	8.0%	$33,700	6.7%
Associate professor	23,200	7.9%	25,500	7.8%
Assistant professor	19,800	8.0%	21,600	7.5%
All ranks (c)	23,900	7.9%	27,000	7.2%

(a) Salary figures for faculty members employed on other than nine-month contracts are adjusted to a nine-month basis. Salary data include base salary only. They do not include fringe benefits for the value of contributed services.

(b) Increase of average salary for 1984-85 over average for 1983-84.

(c) Includes instructors.

Note: Survey data are based on responses of 1,866 faculty members who offered courses in the fall of 1983 and 1984. The usable response rate of the survey was 31 percent. A random sample was drawn from faculty lists that were revised in July 1984. Data are weighted to represent faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

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Cherry Bowl Tries to Succeed with Odd Television Pact and No Palm Trees

Continued from Preceding Page

geographical area, traditionally draws huge crowds, and not all fans, Mr. Martin supposed, like to spend stacks of money trekking half way across the country to see a game.

Ticket sales for his game, which may well be a sellout, appear to bear him out.

The Cherry Bowl has sold all those tickets even though the two teams that will play have only modest records. Michigan State won six games and lost five, while Army won seven, lost three, and tied one.

The teams were selected by a committee composed of experienced Michigan football personalities. It is headed by Frank D. "Muddy" Waters, former head coach at Michigan State University, and includes two former professional football coaches and a dozen former all-American players, one a Heisman Trophy winner.

Mr. Waters says he is satisfied with the selections. He wanted a Big 10 team, to encourage local support and sponsorship, and he got one in Michigan State. The second team, he said, came down to a straw vote among Rutgers University, Army, and a few others. Army, which has good national television appeal, won out.

Mr. Waters was upset to find, however, that playing by N.C.A.A. rules—they stipulate that bowl offers cannot be extended, or accepted, until the Saturday following the third Tuesday in November—does not necessarily pay. "We found that several of the teams we were interested in had committed to other bowls a week before the deadline."

Little Time to Set Up TV

When Mr. Martin first got the notion to organize a postseason game, he says, he calculated that his experience in operating special events for associations of engineers, home builders, teachers, and the like would stand him in good stead.

But television, which could bring in large sums of money to help finance the bowl, proved to be a problem, because the game wasn't approved by the N.C.A.A. until August, and there was very little time to organize coverage.

Television contracts are usually painfully ground-out compromises between bowl organizers and TV networks, and the network invariably ends up in control of the package. And the conventional wisdom says that the bigger the TV contract, the bigger the bowl game.

But, inspired by the innovative approach of Olympic Games organizers, Mr. Martin began to wonder whether a contrary television plan might be just the thing for a brand-new game.

So he asked Vic Piano, Sr., chairman of Mizlou Television Network, a New York sports syndicator, how much it would cost to "buy" his company's production capabilities, its access to a satellite, and its assurance that it would show the game. The Cherry Bowl would co-produce the coverage, with concomitant decision-making power, and would take care of selling advertising and of reaping any profits from it.

Mr. Piano calls the contract "a marriage made in heaven," even though Mizlou would make more money from a traditional agreement.

Mizlou profits from the unlikely arrangement because it has been involved in litigation with organizers and sponsors of the Florida Citrus Bowl, also to be held on December 22, and for the first time in 12 years will not be able to televise that game, which was called the Tangerine Bowl until last year. The suit, in which Mizlou was suing NBC and the Florida Citrus Sports Association for $75.4-million in damages, was dismissed last week.

Mizlou could have had a 3½-hour hole in its programming if Mr. Piano had not entertained proposals from the Cherry Bowl.

With its wealth of national advertisers, Detroit is the perfect place to try the innovative setup, he says.

In late October, Mr. Martin joined Mr. Piano in making an announcement that might have struck many bowl organizers as a death knell: The Cherry Bowl would pay Mizlou about $250,000 to televise the game.

Mizlou had agreed to a one-year contract, with an option to renew. The game will be seen on about 130 stations.

Group Sales a Major Factor

The Cherry Bowl's two major organizational linchpins are the "Century Club" and a network of trade associations.

The Century Club is a sophisticated group-sales technique that seeks to assure that up to 50,000 tickets will be bought, whether the public wants them or not. It is based on selling tickets in lots of 500, at $20 a ticket, to companies and businesses. Such sales are aimed at covering the game's basic costs, such as the Pontiac Silverdome's $150,000 rent.

Sponsors can give their allotments away to favorite clients, or use them in sales promotions. As an alternative, they can simply promise to pay for any of the 500 tickets that do not sell at normal ticket outlets.

Similar schemes are used by organizers of other bowls, though most better-established games can depend on sellout crowds and do not need to find sponsors who will take on such large blocks of seats. The Cherry Bowl has sold 40 blocks of 500 seats to 21 sponsors—a substantial number, though far short of the 50,000-seat goal. But ticket sales have been brisk enough that the shortfall should pose no danger to the bowl's financial viability.

Recognizing that the game promises a massive infusion into the Detroit-area economy, corporations and a large network of trade associations are rallying support for it. On Mr. Martin's desk sits a directory of Michigan trade associations. He has spent some 20 years working with associations and is treasurer of the Michigan Society of Association Executives. Every time he needs to get something done, he calls round to find a colleague who can get it done for him.

When he wanted chocolate-covered cherries to place in Detroit hotel rooms on bowl-game weekend and fine cigars for the presidents and coaches of the participating institutions, he immediately called a friend at the Michigan Tobacco and Candy Distributors and Vendors Association and convinced him that such a deed could not help but benefit the association's image.

"Associations have a community and member interest," Mr. Martin says, and their donations of services and merchandise amount to cheap advertising.

Perhaps due to the novelty of the event, the Cherry Bowl has also attracted no end of support from individuals, such as the retired Big 10 referee who wanted only to look after the game's referees, making sure they knew how long it would take them to get to the field from the locker rooms, and that they had extra whistles and the like.

Cherry Bowl, Inc., itself will not make money on the game. It is a non-profit organization. After deducting funds needed for the game's continued operation, and for payments to the two participating institutions—the N.C.A.A. requires that 75 per cent of profits go to the participants—the corporation will use the net revenues to set up college scholarships in such "agri-food" fields as restaurant management and human nutritional science.

For the moment, bowl staff members are intent upon planning, promotion, and preparing for unlikely occurrences.

Using the Silverdome facilitates planning. Ticket takers, security personnel, and janitors are at the ready. The arena's restaurant, which overlooks one end zone, will house a V.I.P. lounge where senior state officials can mingle during the game with university presidents and key alumni.

Negotiating for cheap hotel rates also proved easy enough, since the week before Christmas is one of the slowest rooming weeks of the year. As a result, the Michigan State and Army marching bands, plus two from Detroit-area high schools, have been saved from a cramped week in college dorms.

Hotels will also display welcome signs and colored pompons, and gift shops will stock game and team souvenirs. Memorabilia and knickknacks—travel bags, jackets, ice buckets, small clocks—will be for sale at the stadium. So too will be acrylic sweaters, sweatshirts, and T-shirts, all emblazoned with maps of Michigan and emblems of the red cherry. Embroidered sew-on patches have been offered to the marching bands at a moderate cost. The teams have been offered more expensive, serial-numbered lapel pins.

Insured Against a Blowout

What can go wrong when one mounts a bowl game? The possibility of a large puncture in the Silverdome's air-suspended ceiling of Teflon-coated nylon is remote, but the corporation is insured against it all the same.

Scores of police officers will be on hand to direct traffic, and road-scraping teams will be on alert in case of snow. Routes to the dome from every direction are set. Area maps will be placed in hotels.

By the time the teams slip into town—well before all this hoopla begins—someone will know for certain whether Oakland Pontiac Airport, nearer to the game site than Detroit's, can accommodate the teams' aircraft in inclement weather.

During the week preceding the game, the players will get used to the Silverdome, where no college football team has ever played. They will be feted at several functions—a pregame brunch sponsored by the Michigan Department of Agriculture and highlighting Michigan food, a series of luncheons, visits to auto plants and auto museums, and so on.

There will be no pep rally in Detroit's Cobo Hall, as originally planned, because of the rioting that took place after the Detroit Tigers' World Series victory. The applicable philosophy of special-event planning, Mr. Martin says, is: "It's better not to have people saying, 'There were six events and three were lousy.' It's easier to explain a non-event than an event that was 'non.' "

But the logistics of organizing players, who are used to the confusion of a big game, are nothing compared with those of organizing, say, the 700 people who make up the four marching bands. Before the game begins, they must be fed, because they will have practiced all morning in the Silverdome. The facility's acoustics are such that a few seconds pass between the playing of a note and its reverberation from the dome's far reaches. Bands have to rehearse for that.

The script must also make provision for the bands to get off the field after the halftime show. If the spectacle lasts too long, bowl organizers can expect a reprimand from the N.C.A.A. (It has, however, granted a three-minute extension.)

Come game time, the coin will be tossed by the National Cherry Queen, Kimberly Broome, a junior at Central Michigan University who was picked from 20 Michigan residents in July at the annual cherry festival that has taken place in Traverse City, Michigan, every year since 1926.

Then, "when the event is on," Tom Martin says, "I'm just going to sit and watch it. I want to be ready, but I shouldn't be surprised by anything that happens."

He has not had, he knows, enough time to be absolutely certain of every last detail, but so far everything has gone smoothly. Next year he will work from a master plan. He and a friend in the computer business are developing software for an operating model for large events of any sort. Time sequences will be set. Printouts of contingency plans will be available for every last staff member. All the things one needs to do between January and December will be in hand. That's next year.

The Match-Ups for This Year's Football Bowl Games

Bowl	Date	Time (EST)	Location	TV network	Teams	Est. payment per team*
Aloha	Dec. 29	8 p.m.	Honolulu	Metro/ESPN	Notre Dame vs. S.M.U.	$ 400,000
Bluebonnet	Dec. 31	8 p.m.	Houston	Mizlou/ESPN	Texas Christian vs. West Va.	465,000
California	Dec. 15	4 p.m.	Fresno, Cal.	Mizlou/ESPN	Nevada–Las Vegas vs. Toledo	150,000
Cherry	Dec. 22	1 p.m.	Pontiac, Mich.	Mizlou	Army vs. Michigan State	1,000,000
Cotton	Jan. 1	1:30 p.m.	Dallas	CBS	Boston College vs. Houston	2,000,000
Fiesta	Jan. 1	1:30 p.m.	Tempe, Ariz.	NBC	Miami vs. U.C.L.A.	1,100,000
Florida Citrus	Dec. 22	1 p.m.	Orlando, Fla.	NBC	Florida State vs. Georgia	600,000
Freedom	Dec. 26	8 p.m.	Anaheim, Cal.	TCS Metro	Iowa vs. Texas	500,000
Gator	Dec. 28	8 p.m.	Jacksonville, Fla.	ABC	Oklahoma St. vs. S. Carolina	900,000
Hall of Fame	Dec. 29	8 p.m.	Birmingham, Ala.	Turner	Kentucky vs. Wisconsin	650,000
Holiday	Dec. 21	9 p.m.	San Diego	Mizlou/ESPN	Brigham Young vs. Michigan	475,000
Independence	Dec. 15	8 p.m.	Shreveport, La.	Mizlou/ESPN	Air Force vs. Virginia Tech	425,000
Liberty	Dec. 27	8:30 p.m.	Memphis	Katz	Arkansas vs. Auburn	700,000
Orange	Jan. 1	8 p.m.	Miami	NBC	Oklahoma vs. Washington	2,000,000
Peach	Dec. 31	3 p.m.	Atlanta	CBS	Purdue vs. Virginia	580,000
Rose	Jan. 1	5 p.m.	Pasadena, Cal.	NBC	Ohio State vs. Southern Cal.	5,600,000
Sugar	Jan. 1	7 p.m.	New Orleans	ABC	Louisiana State vs. Nebraska	2,100,000
Sun	Dec. 22	3 p.m.	El Paso	CBS	Maryland vs. Tennessee	550,000

* Most conferences have formulas for allocating a portion of bowl receipts among all members.

People in Sports

James Berkman, assistant men's lacrosse and men's basketball coach at St. Lawrence U., to men's lacrosse coach at State U. of New York College at Potsdam.

Phil Brooks, football coach at Alma College, also to athletic director.

Lee Corso, football coach at Northern Illinois U., to football coach at the Orlando franchise of the United States Football League.

Joseph DeBella, doctoral student at Texas A&M U., to athletic director and wrestling coach at Jamestown College.

Larry Ellis, men's track-and-field coach at Princeton U., also to chairman for men's track and field of the Athletics Congress.

Wally English, football coach at Tulane U., has been dismissed.

Richard P. Gibney, former associate athletic director at Syracuse U., to athletic director at Lehigh U.

Larry Hubbard, former lacrosse player at U. of Maryland, to men's lacrosse coach at Lynchburg College.

David Huntington, director of alumni relations at Bowdoin College, to associate athletic director at Yale U.

Larry Kentera, assistant football coach at Northern Arizona U., to coach.

William B. Leckonby, athletic director at Syracuse U., has retired.

George McKernan, assistant men's swimming coach at West Chester U., to men's and women's swimming coach there.

Challace McMillin, football coach at James Madison U., has been dismissed.

Ladon E. Nelson, assistant men's basketball coach at Bowie State College, to coach.

Nick Nikou, former baseball coach at City U. of New York's City College, to women's basketball coach at City U. of New York's Lehman College.

Michael Pelliccia, acting athletic director at Nassau Community College, to athletic director.

John Potsklan, football coach at Albright College, has retired.

Warren Powers, football coach at U. of Missouri, has been dismissed.

Joe Sciarrone, former track-and-field athlete at City U. of New York's Lehman College, to men's track-and-field coach there.

Jay Smith, assistant men's gymnastics coach at U. of West Virginia, to men's gymnastics coach at Clarion U. of Pennsylvania.

Steve Stetson, football coach at Hamilton College, to football coach at Boston U.

Rick Taylor, football coach and athletic director at Boston U., has resigned as football coach.

Bob Thalman, football coach at Virginia Military Institute, has been dismissed.

Leroy T. Walker, chancellor of North Carolina Central U., also to president of the Athletics Congress.

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News Summary

Articles on inside pages

Historians are complaining that, under William Bennett, the National Endowment for the Humanities is discriminating against newer fields of study. Story on Page 5.

The Fulbright program has announced its 1984-85 awards to American scholars for study abroad. A list of winners begins on Page 18.

Charitable giving to colleges would drop by about 27 per cent if the Treasury Department's tax plan becomes law. Story on Page 25.

More than a fifth of the faculty members and administrators eligible for early retirement at the State University of New York will exercise that option. Story on Page 27.

College endowments ended the 1984 fiscal year with a loss of 2.8 per cent. Story on Page 36.

In the new open market for televising college football, many of the major powers earned less money per game. Story on Page 37.

A conglomeration of over 140 communities, Los Angeles (above) is a center of "creativity" and "diversity." A guide for scholarly visitors begins on Page 28.

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President to Seek Student-Aid Cap, Limits on Loans

Ceiling of $4,000 per year proposed for each recipient

By DONNA ENGELGAU

WASHINGTON

The Reagan Administration's budget for fiscal year 1986 will include a proposal that Guaranteed Student Loans be denied to families with incomes over $30,000 a year and that no student be allowed to receive more than $4,000 a year in federal aid.

The Administration's aim is to direct most federal aid to students from low-income families, sources said.

Both proposals were included in a draft budget sent to the Education Department as part of the budget-review process. Department officials reportedly have agreed to the budget plan prepared by the White House, but educators are expected to resist it.

The plan also may encounter considerable resistance in Congress. An aide to Rep. William D. Ford, a Michigan Demo-

Continued on Page 26, Column 1

Literacy: 'Excitement' of New Field Attracts Scholars of Literature

By ELLEN K. COUGHLIN

WASHINGTON

Scholars of language and literature are beginning to treat seriously a subject that their profession has largely taken for granted: literacy, the simple ability to read and write.

"The study of literacy as an academic subject is now generating the kind of interdisciplinary excitement that structuralism did in the United States 20 years ago," Donald Lazere told his colleagues at the annual meeting here of the Modern Language Association.

Research on literacy, said Mr. Lazere, a professor of English at California Polytechnic State University at San Luis Obispo, is bridging gaps between the fields of literature, composition, and rhetoric, and creating common ground among social-science departments, humanities departments, and schools of education.

It has the added virtues, he noted, of being less esoteric than structuralism

Continued on Page 10, Column 1

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

"The study of literacy is generating the kind of interdisciplinary excitement that structuralism did 20 years ago," says Donald Lazere.

Professor Wins Right to Home-Office Tax Deduction

Appeals court says college failed to provide 'suitable' place for research; effect on others is unclear

By ROBERT L. JACOBSON

A college professor whose institution did not provide him with a "suitable private office" in which to do his scholarly work is entitled to a federal income-tax deduction for an office in his home, a three-judge panel of the U.S. Court of Appeals for the Second Circuit has ruled.

The 2-to-1 decision, which reversed a year-old judgment by the U.S. Tax Court, could set the stage for a host of similar claims by college and university faculty members across the country. It was not immediately clear, however, how much precedential weight the new ruling would have in other jurisdictions, or even in the states served by the Second Circuit—Connecticut, New York, and Vermont.

Lawyers for the professor said they expected many comparable claims to be made but did not know whether the Internal Revenue Service would appeal the Second Circuit's decision, accept it as a general rule, or compel other faculty members to prove individually in court that they qualified for the home-office deduction.

'Principal Place of Business'

A Justice Department lawyer who handled the case, Francis M. Allegra, said he was "not allowed" to comment on the ruling and could not speak about the procedural options involved.

The case centered on arguments by David J. Weissman, professor of philosophy at City College of the City University of New York, that his home office was his "principal place of business," and that the scholarly research and writing he did there in 1976, when he was an associate professor, had been required under the university's bylaws.

He said his use of the office satisfied tax-code requirements that it be maintained "for the convenience of his employer."

There was no dispute over assertions by Mr. Weissman that he had complied with another tax-code provision that, to be eligible for the deduction, a taxpayer must use his home office exclusively for business purposes on a regular basis.

Nor was it denied that the professor, whose work week totaled 64 to 75 hours,

Continued on Page 35, Column 1

Government Efforts to Muzzle Researchers Are Growing, Harvard Report Charges

By KIM McDONALD

Several federal agencies have recently expanded efforts to restrict the freedom of scholars, says a Harvard University report that is being distributed to the presidents of the country's leading research universities.

Those efforts, the report says, include attempts to impose unnecessary prepublication reviews of research results and unfair restrictions on the access of foreign scholars to laboratories and classrooms in the United States. The agencies involved include several that have little direct involvement in national security.

The 32-page paper, prepared by John Shattuck, Harvard's vice-president for government, communication, and public affairs, asserts that such controls "threaten to erode the American tradition of academic freedom."

The full text of the report begins on Page 13.

Mr. Shattuck said in an interview last week that he prepared the document at the

Continued on Page 13, Column 1

U.S. Quits UNESCO; Britain Alters Aid Plan

► On the last day of 1984, the United States carried out its threat to withdraw from the United Nations Educational, Scientific, and Cultural Organization.

► The British government has modified its plan to cut student aid—a proposal that had been called a serious threat to the leadership of Prime Minister Margaret Thatcher.

For details, see the International section, which begins on Page 41.

Note Pad

A Cabinet-level Department of Science and Technology, an idea that has been mulled over by previous Administrations, appears to have strong backing from the Reagan Administration this year.

Despite a general lack of enthusiasm for the proposal among academic scientists, most of whom believe that such a department would increase administrative costs and decrease the diversity of research grants, White House science officials are pushing the suggestion as a way to improve the country's technological innovativeness.

Last month, the President's Commission on Industrial Competitiveness, which includes industry leaders and President Reagan's science adviser, George A. Keyworth, II, recommended in a report that the government create such a department to "transform the current, fragmented formulation of policies for science and technology into one that would be far more effective in meeting long-term national goals."

•

Many scientists believe that the creation of a science department is unlikely, at least in the near future, because of stiff resistance from Congress and special-interest lobbyists.

"The health lobby will be the Achilles' heel," predicted one Congressional aide. "If the proposal is ever considered by Congress, you'll have a thousand Alzheimer's-disease victims up here in no time saying why it isn't a good idea."

But some researchers believe the newest proposal may have a better chance than previous attempts, because this time it is tied to improving industrial competitiveness.

"I think the idea has more than a small chance to get adopted in some form," one scientist said.

•

Frank Press, president of the National Academy of Sciences, has asked members of his prestigious institution to help block attempts by universities to bypass scientific "peer review" by going directly to Congress to obtain new research facilities for their campuses.

Mr. Press told the more than 1,500 academy members in a recent letter that he considered those efforts—which have increased in number over the past two years—to be a problem of "great significance to American science" and that he hoped to "enlist" each of them in resolving it.

"None of these direct political approaches to secure funds from the research budget would have occurred if they were not initiated by members of our own community," he said.

"I am therefore writing to each of you, requesting that you play a leadership role in your own institution and in your own region to advocate the thoughtful, deliberative process of evaluation and to resist involving the political process."

"It is in the long-term interest of a strong American science," he added, "to use procedures that we all respect, and to resist special-interest political favoritism that can only hurt the overall scientific endeavor."

Washington

Charities Predict 27-Pct. Drop in Donations to Academe Under Treasury's Tax Proposal

They say plan would reduce contributions from individuals by about $800-million

By STACY E. PALMER

WASHINGTON

Charitable donations to higher education would decline by about 27 per cent if the Treasury Department's proposal to simplify taxes becomes law, according to an analysis prepared for Independent Sector, which represents about 600 charitable organizations.

Donations from individuals to colleges and universities are expected to amount to about $2.9-billion in 1985. But if the Treasury Department's plan to change the tax treatment of charitable contributions were in effect, higher-education institutions could expect to collect only about $2.1-billion this year, said Charles T. Clotfelter, who prepared the report. He is vice-provost for academic policy and planning at Duke University and a consultant to Independent Sector.

The Treasury released a set of proposals for revamping the federal tax code in November. Reaction to the plan has been lukewarm on Capitol Hill, where most lawmakers are more concerned about trimming the swelling federal budget deficit than in passing a measure that would simplify the tax code but raise no additional money.

However, the Treasury Department's proposals are expected to set the tone for debate when tax reform is discussed by Congress in coming months.

Limiting Deductions for Gifts

Included in the plan are proposals that would limit deductions for charitable contributions and eliminate the tax-free status of certain fringe benefits, such as tuition benefits employers provide for their employees.

The charitable-giving provision would allow taxpayers who itemize their deductions to deduct contributions only if they exceed 2 per cent of income.

Mr. Clotfelter used an econometric model of how people generally react to changes in the tax code to predict that the Treasury plan would lead to a 27-per-cent decline in gifts to higher education.

Over all, economic analysts have estimated that the Treasury proposal would curb charitable giving from individuals by 20 to 30 per cent, including a 28-per-cent decline in gifts of cash and a 38-per-cent decline in gifts of property.

About 40 per cent of gifts to colleges and universities are made in the form of appreciated property, the Association of American Universities has estimated.

The Treasury is seeking to limit sharply the value of deductions individuals can take when they donate property that has grown in value, such as real estate and stocks and bonds.

Immediately after the Treasury proposals were released, higher-education officials said the Treasury plan would have a devastating effect on colleges, many of which are heavily dependent on charitable

Continued on Following Page

Government's Chart of State Education Statistics Makes Unfair Comparisons, Educators Charge

By JEAN EVANGELAUF

WASHINGTON

At his final press conference as Secretary of Education, Terrel H. Bell issued the second edition of his department's controversial chart of state education statistics.

The chart—like the original version—drew considerable criticism from educators, who charged that many of the comparisons among the states are unfair because the data are not really comparable. At the same time, the educators acknowledged that, as school-improvement programs sweep the states, people are anxious to see some early results. In the words of one educator, "there's an inexhaustible thirst for data."

Uneven Scores Among States

Although the chart is intended to measure the current status of elementary and secondary education in each state, it has as its two "performance indicators" figures of interest to higher education: average college-admissions-test scores and high-school graduation rates.

Those are also two of the most controversial pieces of data.

Although national scores on the two admissions tests—the American College Testing Program's A.C.T. Assessment and the Educational Testing Service's Scholastic Aptitude Test—were up in 1984, performance among the states was uneven, according to the Education Department. The scores were up in 31 states and the District of Columbia, down in 10, and unchanged in 8. Scores were not available for Washington State. The chart gives one average score for each state—either the A.C.T. or S.A.T., depending on which was taken by more students.

In his prepared remarks, Mr. Bell said the rise in test scores "has resulted from the higher standards and expectations we have set for ourselves over the past few years." However, in response to a question, he said "I'm not sure" about the reasons for the rise in scores. Testing-agency officials have generally said it is too early for the recent emphasis on education reform to have had any effect on the scores.

Many educators have objected to using the scores of college-bound students to indicate overall quality of the public education system. In many states, they point out, only a fraction of high-school graduates take such tests. In Minnesota, for example, the A.C.T. was the most popular of the two tests, but only 28.6 per cent of the state's high-school graduates took it. In Texas, the S.A.T. was the most popular, but only one-third of the graduates took it.

"Releasing state-by-state comparative figures can invite inappropriate and inac-

Continued on Following Page

Sweet Statistics for Terrel Bell

WASHINGTON

Terrel H. Bell's last press conference as Secretary of Education ended on a sweet note.

His staff presented him with a large sheet cake decorated with a facsimile of the Education Department's chart of state education statistics. For Mr. Bell's home state of Utah, the statistics were replaced by smiling faces drawn in yellow icing.

The possibility of dismantling the Education Department was the "most tormenting" issue during his four years, Mr. Bell said. "I felt I came here a little bit like the person in the business of foster care: Take care of this unruly youngster until we get it placed. After four years, I've developed a little bit of affection for the brat."

—JEAN EVANGELAUF

WIDE WORLD

Decline in Donations Feared

Charities predict 27-pct. drop under Treasury's plan

Continued from Preceding Page

contributions for their economic survival. In 1982-83, for instance, higher education received about $5.1-billion in charitable donations. Nearly half of the total came from individuals.

The Treasury proposal is not the only tax-simplification plan that could cut contributions to higher education. Other popular legislative plans to revamp the tax system would also lead to substantial drops in the amount of charitable donations made to colleges and universities, according to Mr. Clotfelter's estimates.

For instance, he said, a flat-tax plan proposed by Sen. Bill Bradley of New Jersey and Rep. Richard A. Gephardt of Missouri—both Democrats—would lead to a 42-per-cent drop in giving to higher education. Under the Bradley-Gephardt plan, charitable contributions would continue to be deductible, but all itemized deductions would be taken at the lowest rate on the tax scale (14 per cent), regardless of an individual's income level.

Although several plans to reform the tax code have been offered by lawmakers, only a few have much chance of actually being enacted into law. The most prominent plans are the Bradley-Gephardt proposal and a bill sponsored by Republicans Rep. Jack F. Kemp of New York and Sen. Bob Kasten of Wisconsin. The Kemp-Kasten plan, Mr. Clotfelter predicted, would lead to a 28 per cent decline in the amount of charitable contributions colleges and universities could expect to receive.

Presidents Issue Report

Derek C. Bok, president of Harvard University, and William G. Bowen, president of Princeton University—along with Robert M. Rosenzweig, president of the Association of American Universities—have issued a report objecting to specific aspects of the Treasury's plan.

The presidents said that, even using the most optimistic predictions of how the U.S.economy would grow if the reform were passed, the growth "could be expected to make up only about one-third of the giving lost."

The Treasury Department has said it does not expect a substantial decline in charitable giving if its proposal is enacted because most people give to charity more for altruistic reasons than because of tax considerations.

Officials of charitable groups agree that altruism is one of the main motivations for giving, but they also say that the size and the timing of many gifts to charity are substantially influenced by tax inducements.

"Our experience tells us that a broad-based and generous commitment to higher education can be sustained over time only if the government will continue to encourage such giving in tangible as well as hortatory ways," Mr. Bok and Mr. Bowen said in their report. "We both can attest to numerous examples of individuals who have given far more generously than otherwise would have been the case because of provisions currently in the tax code."

Although other elements of the Treasury plan would also have a negative impact on colleges, they said their concern was focused largely on charitable contributions.

Proposals to eliminate tax-exempt bonds for student loans and educational facilities and to levy taxes on certain scholarships and fringe benefits, for example, "are quite important, but none, it is fair to say, matches the effect of abandoning the long-established national policy of encouraging voluntary gifts to of private resources to institutions serving public purposes," the presidents said.

Colleges and universities are willing to make sacrifices, the presidents said, but higher education should not be considered just another "special interest" they said.

College Admissions Test Scores by State, 1984

	Test	Average score	2-year change	Per cent tested
Alabama	ACT	17.4	+ 0.2	58.7%
Alaska	ACT	18.2	− 0.5	36.7%
Arizona	ACT	18.7	+ 0.0	41.8%
Arkansas	ACT	17.6	− 0.1	61.4%
California	SAT	897	− 2.0	39.1%
Colorado	ACT	19.7	+ 0.1	70.2%
Connecticut	SAT	904	+ 8.0	62.8%
Delaware	SAT	902	+ 5.0	48.2%
D. C.	SAT	823	+ 2.0	49.9%
Florida	SAT	890	+ 1.0	39.5%
Georgia	SAT	822	− 1.0	48.2%
Hawaii	SAT	869	+12.0	48.3%
Idaho	ACT	18.9	+ 0.0	59.2%
Illinois	ACT	18.7	+ 0.1	71.5%
Indiana	SAT	864	+ 4.0	44.7%
Iowa	ACT	20.2	− 0.1	58.9%
Kansas	ACT	19.2	+ 0.3	63.5%
Kentucky	ACT	17.9	+ 0.4	62.0%
Louisiana	ACT	16.6	− 0.1	77.9%
Maine	SAT	892	+ 2.0	47.3%
Maryland	SAT	897	+ 8.0	48.0%
Massachusetts	SAT	896	+ 8.0	62.6%
Michigan	ACT	18.8	+ 0.1	55.6%
Minnesota	ACT	20.2	+ 0.0	28.6%
Mississippi	ACT	15.6	+ 0.1	86.2%
Missouri	ACT	18.8	+ 0.1	51.3%
Montana	ACT	19.4	− 0.1	52.6%
Nebraska	ACT	20.1	+ 0.2	77.1%
Nevada	ACT	18.7	+ 0.4	45.6%
New Hampshire	SAT	931	+ 6.0	56.9%
New Jersey	SAT	876	+ 7.0	60.6%
New Mexico	ACT	17.6	+ 0.0	63.1%
New York	SAT	894	− 2.0	61.3%
North Carolina	SAT	827	+ 0.0	46.4%
North Dakota	ACT	17.9	+ 0.1	62.4%
Ohio	ACT	19.2	+ 0.2	50.3%
Oklahoma	ACT	17.6	+ 0.0	56.7%
Oregon	SAT	907	− 1.0	43.6%
Pennsylvania	SAT	887	+ 2.0	50.9%
Rhode Island	SAT	885	+ 8.0	55.6%
South Carolina	SAT	803	+13.0	44.8%
South Dakota	ACT	19.2	+ 0.1	69.7%
Tennessee	ACT	17.7	+ 0.2	64.5%
Texas	SAT	866	− 2.0	33.0%
Utah	ACT	18.8	+ 0.4	74.0%
Vermont	SAT	907	+ 3.0	51.7%
Virginia	SAT	894	+ 6.0	50.1%
Washington*	—	—	—	—
West Virginia	ACT	17.4	+ 0.0	52.4%
Wisconsin	ACT	20.4	+ 0.0	35.2%
Wyoming	ACT	19.3	+ 0.1	60.3%
U.S. average	ACT	18.5	+ 0.1	—
	SAT	897	+ 4.0	—

Note: The ACT (American College Testing Program's ACT Assessment) is scored on a scale from 1 to 36. The SAT (Educational Testing Service's Scholastic Aptitude Test) is scored on a scale from 400 to 1600. For each state one score is given depending on which test was taken by more students. The table shows the percentage of high school graduates who took the tests.

* Omitted because fewer than 20 per cent of the graduates took either test.

SOURCE: U. S. DEPARTMENT OF EDUCATION

U.S. Chart of State Education Data Called Unfair

Continued from Preceding Page

curate interpretations of the data," said David S. Crockett, the A.C.T.'s vice-president for public affairs. "It leads to casual generalizations about education. At least the chart separates them by A.C.T. and S.A.T. states, but comparisons across states just aren't meaningful," he said.

The A.C.T. releases average state scores only to the individual state education officers. The Department of Education obtained the figures for its chart from the states.

Mr. Crockett said the A.C.T. would probably continue to withhold state averages. The Educational Testing Service does release state-by-state averages for the S.A.T.

According to the Education Department's chart, the 1983 high-school graduation rate was 73.9 per cent, an increase of one percentage point over 1982.

That graduation rate, which is determined by dividing the number of graduates by the number of ninth graders four years earlier, is difficult to measure at the state level. Last year's figures provoked protest from some state officials. They say the numbers are misleading for three reasons: They do not include teen-age dropouts who earn high-school-equivalency certificates; they fail to take interstate mobility into account; and they include only graduates from public high schools.

Bell Defends Chart

Mr. Bell defended the chart, which he called a "scoreboard." He said he had released it to heighten interest in education reform. "When you go to the stadium or gymnasium and there's no scoreboard, there's less interest," he said.

"Education leaders shouldn't be defensive about the data," Mr. Bell said. "The schools belong to everybody. We all share the credit, blame, and concern."

The chart shows, for each state, changes over one or two years in performance and in "inputs," such as the average salary of teachers. The states are ranked on each measure. It also includes such measures as expenditures per student and teacher-student and staff-student ratios.

Mr. Bell said he hoped his successor would continue to release the statistics chart.

Mr. Bell emphasized that the figures should be considered in the context of a state's demographic information. "It's important to alert states to differences in population characteristics to avoid comparisons that aren't valid," he said.

This year's table includes such measures as income per capita, the percentage of children living in poverty, and the education level of adults. Last year, when Mr. Bell released the first chart, he was criticized for highlighting the relationship between test scores and the amount the states spend per student without reference to population characteristics.

Gordon Ambach, president of the Council of Chief State School Officers and state education commissioner in New York, said, "We do not believe that the interests of children or of education are well served by publication of a chart that, in the Secretary's own words, includes much 'less than perfect' data."

However, figures on educational progress are hard to come by, at least figures that can be used for state comparisons. For example, the National Assessment of Education Progress, which tests 9-, 13-, and 17-year olds in 10 subjects, including reading, writing, and math, is not designed to provide state-level figures.

Stephen S. Kaagan, the education commissioner of Vermont and former chairman of the school officers' committee on educational information, said that state education officials had a "profound responsibility" to inform the public, but that they had not fulfilled that duty. "One thing that is abundantly clear is that there is an inexhaustible thirst for data," he said. "People are crying out for more information."

The school officers' council, which criticized the first chart, decided this fall to develop its own performance measures. The council is reviewing such measures as test scores in reading and math, indicators of teacher quality, and data about what students do after high-school graduation.

Copies of the chart, *State Education Statistics*, are available free of charge from the Public Affairs Office, U.S. Department of Education, Room 2097, 400 Maryland Ave., S.W., Washington 20202.

Reagan to Seek Student-Aid Cap, Limits on Loans

Continued from Page 1

crat who is expected to chair the House Subcommittee on Postsecondary Education this year, said that the proposals were unfair to private colleges and universities, and as a result they would be unlikely to muster Congressional support.

Although no specific proposals or figures have been released publicly, student aid is one of several areas of the budget that are reported to be targets for substantial cuts.

The actual budget proposals will be presented to Congress during the first week of February. Any budget cuts or other legislative changes proposed by the White House would require Congressional approval.

The neediest students would be most affected by the proposal to limit federal aid from all sources to $4,000 a year per student, sources said. Under current law, a student can obtain up to $7,000 in federal aid a year.

Private colleges and universities would be most affected by the proposed $30,000 income ceiling for Guaranteed Student Loans. Many students from families earning more than $30,000 would probably be unable to attend high-cost private institutions, officials said.

"It would just be an incredible problem," said James W. White, financial-aid director at Oberlin College. The cap would particularly hurt institutions where costs exceeded $7,000 per year, he said. Mr. White said that 45 per cent of the students at Oberlin would no longer be eligible for Guaranteed Student Loans under the proposal.

"The magnitude of this would be so severe that private colleges would have to find ways to make up the difference," he said.

Eligibility Based on Need

Eligibility for Guaranteed Student Loans—the largest federal student-aid program—is currently based on a family's need, with no absolute ceiling on income. Undergraduate students from families with annual incomes below $30,000 are entitled to borrow a total of $12.500, or $2,500 per year.

Families earning more than $30,000 a year can qualify for the loans if they show they cannot afford to pay college costs.

Public colleges and universities also would experience a decline in enrollment under the proposed income cap, but it would not be as severe as that experienced by private institutions.

"It would have a pretty sizable affect on us," said Robert T. Noble, associate director of financial aid at Ohio State University.

About 21,000 of Ohio State's 54,000 students now apply for Guaranteed Student Loans each year. Under the Administration's plan, about about 8,000 students, would be unable to obtain a loan, Mr. Noble said.

"Over all, it would have a harmful effect because it would adversely affect the family with several college-age children," said David W. Adamany, president of Wayne State University. Mr. Adamany said the proposal would ultimately aggravate the unemployment problems faced by industrial states like Michigan. Many people from middle- and lower-income families are leaving their factory jobs so they can learn new skills at college, he said.

In the past, the Administration submitted a proposal that would require students from all income levels—not just those from families making more than $30,000—to meet a "needs analysis" test before receiving any federal aid. Some higher-education representatives believe that is a more reasonable approach to insuring that those students who really need federal aid receive it.

College Endowments Lose 2.8 Pct. in 1984

Decline of 155 pools is slightly larger than expected; weak stock market blamed

By JEAN EVANGELAUF

College and university endowments followed the stock market down in fiscal 1984 and ended the year with a loss of 2.8 per cent.

The National Association of College and University Business Officers, in a preliminary study of the performance of 155 endowment pools, reported that the endowments had losses slightly larger than expected.

The drop in 1984 followed 1983's record gain of 41.3 per cent.

Those changes in returns include changes in market value of the investments as well as interest and dividends.

The loss of 2.8 per cent, for the year ending June 30, 1984, is somewhat greater than the 2-per-cent loss the endowments would have suffered had the average portfolio had returns equal to those of composite stock and bond indices such as the Standard & Poor's 500, the report said.

Leigh A. Jones, vice-president for finance at Berea College and chairman of NACUBO's investment committee, said the fact that the returns were close to those of the composite indices indicated that college and university endowments were managed well last year.

"The figures show that colleges have gone out and gotten good investment managers," he said. "I hope that gives some sort of assurance to the donors who are giving us the money."

Trend Toward Stocks Continues

The figures also indicate that the trend toward increased investment in stocks has continued. Frederick F. Moon, vice-president and treasurer at Pomona College and a member of the NACUBO investment committee, said, "Over the last 15 years, there's been greater investments in equities. It's a trend toward slightly more aggressive investment with diversification of the holdings."

Unlike 1983, however, endowments that had more money invested in stocks in the year ending last June 30 did not perform as well as those that emphasized other types of investments. For example, those endowments with 65 per cent or more of their assets in stocks averaged losses of 6.4 per cent, while those with less than half of their portfolios in stocks averaged losses of 1.1 per cent.

Mr. Moon said that an increasing number of institutions were investing in foreign equities, real estate, and venture-capital opportunities, and that others were considering diversifying their portfolios into those areas.

Outpacing Inflation

Because of the record-setting return in fiscal 1983, the endowment funds show gains when compared over three, five, and ten years. Over those time periods, portfolios with half or more of their assets in stocks outperformed those with less than half of their assets in stocks. And despite 1984's losses, the endowments have outpaced inflation over the last three, five, and ten years.

At Berea, Mr. Jones said, the investment objective was to have earnings equal inflation plus 5 per cent of the market value of the endowment. In 1984, with 85 per cent of its assets in stocks, Berea's endowment had a loss somewhat greater than the average. The college's endowment stands at about $120-million, he said.

At Pomona, according to Mr. Moon, the endowment was about $111-million at the end of the fiscal year, and registered a loss of about 1 per cent. About 60 per cent was invested in stocks.

At the beginning of fiscal year 1984, the average endowment pool was invested in the following assets: 56.7 per cent in stocks; 28.4 per cent in bonds; 10.0 per cent in cash; 2.1 per cent in real estate; and 2.8 per cent in other assets.

The preliminary results are based on 155 investment pools representing $14.7-billion in assets.

The median pool had assets of $31.3-million.

The final performance report, which ranks the participating institutions by the size of their endowments, will be available next summer. It will include figures for 200 to 225 endowments.

Preliminary Total-Return Rates for Endowments in Fiscal 1984

	Periods ending June 30, 1984			
	1 year	3 years	5 years	10 years
All investment pools	−2.8%	+10.5%	+11.7%	+10.0%
By size				
$100-million or more	−2.4%	+11.1%	+12.9%	+10.5%
$25-million to $100-million	−3.4%	+11.0%	+12.5%	+10.6%
Under $25-million	−2.6%	+10.1%	+10.3%	+ 9.0%
By equity-related assets				
65% or more in equity	−6.4%	+10.0%	+13.2%	+11.2%
50% to 65% in equity	−2.4%	+11.0%	+11.8%	+ 9.8%
Under 50% in equity	−1.1%	+10.5%	+10.4%	+ 9.1%
Comparative measures				
Equities				
Dow Jones Industrial Average	−2.8%	+10.8%	+12.2%	+ 9.0%
Standard & Poor's Industrials	−4.3%	+10.7%	+14.1%	+10.8%
Standard & Poor's 500	−4.7%	+10.6%	+13.9%	+11.1%
Bonds				
Salomon Brothers Bond Index	−7.4%	+12.4%	+ 3.3%	+ 6.0%
Shearson Lehman Broad-Based Corporate Bond Index	−1.9%	+15.0%	+ 6.1%	+ 7.9%
Common Fund†				
Equities	−9.3%	+10.7%	+16.6%	+14.1%
Bonds	+2.3%	+12.1%	+ 4.9%	—
Consumer Price Index	+4.2%	+ 4.6%	+ 7.5%	+ 7.8%
Higher Education Price Index‡	+5.4%	+ 7.2%	+ 8.4%	+ 7.8%

Note: Data for this preliminary study are based on 155 college and university investment pools. Total return is change in market value, plus dividends and interest, for periods ending June 30, 1984.

† A nonprofit organization through which educational institutions pool investments.

‡ An index of changes in prices paid by colleges and universities for goods and services, developed by D. Kent Halstead, National Institute of Education.

— Not available.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Keck Foundation to Give $70-Million for Telescope

PASADENA, CAL.

The W. M. Keck Foundation of Los Angeles announced last week that it planned to give $70-million to the California Institute of Technology to build the world's biggest and most advanced optical telescope. The grant is said to be the largest private gift ever made in support of a scientific project.

Construction of the telescope, to be located in Hawaii, will begin in 1986 and take six years. It is to be operated jointly by Caltech and the University of California.

Marvin L. Goldberger, president of Caltech, said that under the proposed operating agreement his institution would help pay for the construction of the observatory while U.C. would contribute funds for its continuing operation. The total cost of the project is expected to reach $85-million.

The W. M. Keck Observatory will be built with the cooperation of the University of Hawaii, which owns the land. Scientists from that institution will have use of the facility.

The observatory will be located on a 13,600-foot-high ridge on Mauna Kea, an extinct volcano on the island of Hawaii. Several other large telescopes already exist at the site, considered the best in the world for an observatory.

The Keck telescope's mirror will have a diameter of 10 meters—about 400 inches—and will be four times as powerful as the 200-inch Hale Telescope at Caltech's Palomar Observatory, which has been the leading instrument of optical astronomy in the Western world since 1948.

"The Keck telescope will enable astronomers to look back in time to within only a few billion years of the 'big bang' origin of the universe—billions of years earlier than is possible with existing optical instruments," said Mr. Goldberger.

The new telescope will feature a segmented mirror, the technology for which was developed by a team of U.C. scientists. The mirror will consist of 36 separate, adjoining hexagonal mirrors, each six feet across.

"Astronomers expect the 10-meter telescope to be at the forefront of optical astronomy for many decades into the 21st century," said Howard B. Keck, president of the Keck Foundation. —PAUL DESRUISSEAUX

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News Summary

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"Radical" economists have contributed to sharper insights into the nature of capitalism and the problem of unemployment. Story on Page 5.

Federal records are in "atrocious condition," an independent panel has found. Story on Page 5.

President Reagan may be ready to support a bill to nullify some of the effects of the ruling in the Grove City College case. Story on Page 25.

The Supreme Court ruled last week that plaintiffs in cases involving bias against the handicapped do not have to prove "intentional discrimination." Story on Page 25.

Evaluation of tenured professors will work only if it is not seen as a threat, administrators at a recent conference agreed. Story on Page 29.

The president of the University of Miami has called a meeting to consider the creation of a new governing body for big-time college sports. Story on Page 33.

Stanford University, which will play host to Super Bowl XIX on Sunday, has been preparing for the event since early 1982. Story on Page 33.

Reaction to the French government's far-reaching reforms in higher education has begun to set in. Story on Page 37.

Australian officials are worried about the growing number of young scholars who are leaving the country to find work. Story on Page 37.

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Bennett, Controversial Humanities Chairman, Nominated to Be U.S. Secretary of Education

A 'disaffected Democrat who voted for Reagan'

By MALCOLM G. SCULLY

WASHINGTON

William J. Bennett, President Reagan's choice to replace Terrel H. Bell as Secretary of Education, once described himself as a "disaffected Democrat who voted for Reagan."

In his three years as chairman of the National Endowment for the Humanities, he has given no sign that his disaffection has ended. He has become, instead, one of the Reagan Administration's most visible and vocal spokesmen on educational and intellectual matters.

He has espoused a return to study of the classics of Western civilization, and at various times he has been outspoken in his criticism of graduate education, secondary-school programs, current approaches to the liberal arts, and even the Equal Employment Opportunity Commission.

A 41-year-old native of Brooklyn, N.Y., Mr. Bennett earned his bachelor's degree at Williams College, his doctorate in philosophy at the University of Texas, and his

Continued on Page 27, Column 1

MICHAEL EVANS

William J. Bennett, chairman of the National Endowment for the Humanities, has been nominated to be Secretary of Education.

President orders study of department, its duties

By DONNA ENGELGAU

WASHINGTON

President Reagan last week nominated William J. Bennett, chairman of the National Endowment for the Humanities, to be Secretary of Education and directed him to undertake a thorough study of the Department of Education and its responsibilities.

"President Reagan is still committed to the concept of abolishing the Department of Education," said Larry M. Speakes, Deputy White House Press Secretary, in announcing the nomination.

The President has directed Mr. Bennett "to conduct a study of the Education Department's functions to determine the proper organizational structure and role of the federal government in education," Mr. Speakes said.

He acknowledged that Congress had refused to consider a proposal to turn the department into a smaller education foundation—stripped of many of its present responsibilities—that former Secretary Ter-

Continued on Page 27, Column 1

Freshmen Are Materialistic but Not Conservative, Study Finds; Poll Shows GOP Winning Students

Freshmen

By THOMAS J. MEYER

For a majority of today's freshmen, the objective of a college education is to get a better job and make more money, according to a recent survey.

The survey showed students reflecting what its principal author, Alexander W. Astin, called "a national trend to materialism."

More students than ever in the 19 years of the annual survey—67.8 per cent—said a "very important" reason for attending college is "to be able to make more money."

Mr. Astin said the increasing materialism of students presented a challenge to educators, who, he said, ought to decide how colleges and universities should respond to students' changing values.

"This is a real question for all teachers of the liberal arts. Are we going to recognize this and do something about it, or just pander to the students' career interests?" Mr. Astin said.

When asked what objectives they con-

Continued on Page 14, Column 1

Republicans

By STACY E. PALMER

WASHINGTON

More than half of the college students who signed up as new voters in 1984 registered as Republicans—a much higher proportion than other first-time voters, according to a new poll.

About 55 per cent of the students registered as Republicans, compared to the 41 per cent of all new voters who registered as members of the G.O.P., the Committee for the Study of the American Electorate reported last week.

Thirty-two per cent of college students registered with the Democratic Party and 14 per cent chose not to affiliate with any party, according to the survey, which was

Continued on Page 14, Column 1

Changes in State-College Systems Eyed as Ways to Cope with Falling Revenues

Many states have begun re-examining the size and structure of their systems of higher education in an effort to cope with declining enrollments and dwindling revenues over the next decade.

Already, state agencies or specially created commissions have called for basic changes in the higher-education systems in Arkansas, Colorado, Michigan, Missouri, and Nebraska.

At least a third of all the states are studying changes in the governance of their higher-education systems, according to a report from the Education Commission of the States. "State political leaders are increasingly interested in mechanisms that they believe will be powerful enough to eliminate unnecessary duplication and to merge or close institutions," the report said.

Because the state agencies or commissions have been asked to address some of the most sensitive issues facing public higher education, their recommendations have drawn sharp criticism from the leaders of colleges and universities who feel their institutions would be adversely af-

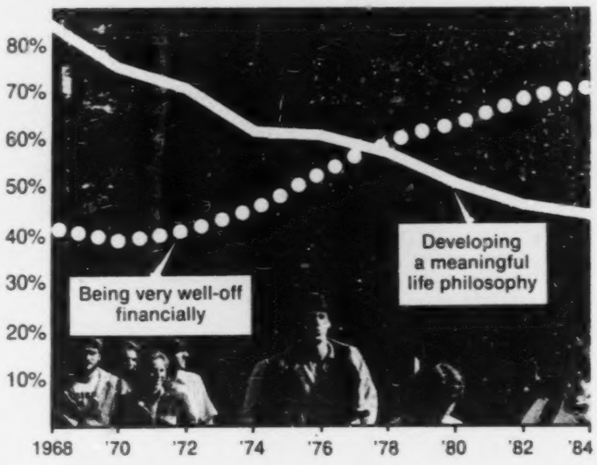
Continued on Page 22, Column 1

Black Students' Scores on Aptitude Tests Rise

Black high-school seniors' combined scores on the Scholastic Aptitude Test rose by seven points between 1982-83 and 1983-84, the College Board reported last week. In the same period, the average scores for all students who took the test rose four points. Story on Page 17.

Today's College Freshmen Materialistic but Not Conservative, Survey Finds

How Freshman Views Have Changed on 2 Key Survey Questions



SOURCE: COOPERATIVE INSTITUTIONAL RESEARCH INSTITUTE

Continued from Page 1

sidered to be important, 71.2 per cent of the freshmen said they hoped to be "well off financially," while fewer than 45 per cent said it was important to "develop a philosophy of life."

The findings are reported in *The American Freshman: National Norms for Fall 1984*. The survey was conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles and the American Council on Education.

Politically Diverse

Despite the indications of increasing materialism—and other reports of increasing conservatism among students—the survey found that this year's freshmen are a politically diverse group.

Most—57.4 per cent—called themselves "middle of the road," and more said they were "liberal" or "far left" politically than said they were "conservative" or "far right."

"There's no support at all for reports of a universal conservative trend among students," Mr. Astin said. "That's just good copy. It's manufacturing the news. If anything, they're more liberal than in the past few years."

The survey also reported that:

- Nearly two-thirds of students (65.6 per cent) believe that "the federal government is not doing enough to promote disarmament," and only 32.5 per cent—fewer than ever before—said they thought "military spending should be increased."
- Support for busing as a means of achieving racial balance reached an all-time high of 53.6 per cent.
- The number of students who have programmed computers was higher than ever before, at 50.6 per cent (compared to 37.5 in 1983 and 27.3 in 1982), but fewer students (6.1 per cent, down from 8.5 last year and 8.9 in 1982) said they were interested in careers as computer programmers or analysts.
- The percentage of students aspiring to careers in business continued to rise, reaching an all-time high of 22.2 per cent, up from 20.4 per cent in 1983. Interest in careers in the performing arts was at its lowest point in the survey's history.

The statistics were based on a sample of 182,370 new freshmen at 345 colleges and universities. The survey presented data separately for men and women; for predominantly black institutions; by type, control and selectivity of institution; and by geographic region.

Mr. Astin said several of the survey's findings—including career choice, reasons for attending college, and probable major fields of study—reflected the increasing materialism of students. "In that sense they're no different from the rest of the public," he said. He noted polls from November's Presidential election that revealed that voters had chosen candidates based on "pocketbook issues."

This year's freshmen filled out more college applications than any previous freshman class, the survey noted. Nearly two-thirds of the freshmen (65.1 per cent) applied to more than one college, compared with 62.2 per cent last year and less than half in the late 60's.

About one student in six (15.8 per cent) applied to four or more colleges, compared with 14.3 per cent last year and about 7 per cent in the late 60's.

Those figures, too, reflect a sense of materialism, Mr. Astin said. "Students have increasingly come to believe that the kind of college they go to will have an effect on the kind of graduate school they can get into and that will affect the kind of job they can land when they get out," he said.

The survey also reported declining participation in government-backed financial-aid programs. The percentage of students receiving Pell Grants was 19.8 per cent, down from 26.5 per cent last year. The highest rate was 31.5 per cent in 1980.

Participation in the Supplementary Educational Opportunity Grants and College Work-Study programs also fell, as did participation in state aid programs, according to the survey.

On political issues, fewer students than ever—22.9 per cent—said they supported the legalization of marijuana. That figure compares with 25.7 per cent last year and 46 per cent five years ago. Support for abolishing the death penalty dropped to its lowest level in the survey's history, at 26.0 per cent, down from 28.9 per cent last year and 57.8 per cent in 1971.

But most freshmen still support higher taxes for the wealthy (69.7 per cent) and increased government intervention to protect consumers (62.3 per cent), to promote energy conservation (72.8 per cent), and to control environmental pollution (77.7 per cent), the survey reported.

The American Freshman may be purchased from the Higher Education Research Institute, Graduate School of Education, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles 90024. The price is $8.25.

Republicans Plan Inaugural Events for Young People

WASHINGTON

Seeking to capitalize on President Reagan's popularity with young people, Republican leaders planning next week's Presidential inauguration have designed a package of events especially for youth.

About 3,000 young people are expected to participate in the special activities, which include a youth leadership forum, a pageant, concerts, and an inaugural ball for people under age 30.

Reagan Asked for Events

Inauguration planners said last week that President Reagan had specifically asked that several events be planned for young people because he wanted to thank them for their support in the November election. More than 60 per cent of voters aged 18 to 24 cast their ballots for Mr. Reagan, according to several post-election polls.

Thousands of college students also worked as volunteers in the President's re-election effort.

A spokesman for the inaugural planning committee said that no previous President had ever included special programs for youth in his official inauguration activities.

Republican leaders have been buoyed in recent months by Mr. Reagan's personal ability to appeal to young people, but some are worried that they will have trouble hanging on to youthful voters now that Mr. Reagan has won a second term.

By paying special attention to people under age 30 at the inauguration and throughout the coming months, many Republicans hope they will be able to solidify the support of college-age voters.

During the weekend before the inauguration, Vice-President George Bush is expected to address the "youth leadership forum," and other speakers will range from astronauts to economic experts, inaugural planners said last week.

A Concert and a Ball

Also planned are a concert that will feature groups such as Kool and the Gang, Jerry Lee Lewis, and Johnny Lee, and a pageant of about 3,500 high-school and college student musicians who are expected to perform on the steps of the Jefferson Memorial.

An inaugural ball for young people, which the President will attend, will use the same theme as the general inaugural, "We the People—An American Celebration."

The College Republican National Committee, the party's campus wing, is not planning any events or official meetings of its own during the inaugural, said Colleen Morrow, director of the committee.

"It's mostly just a celebration for us," said Ms. Morrow.

Also slated for the inaugural weekend is the national convention of one of the nation's newest campus conservative groups, Students for America, who will be holding their first national convention.

Representatives of several politically liberal groups said last week they were not planning any type of protest or alternative event for the inauguration weekend.

—STACY E. PALMER

GOP Picks Up 55 Pct. of First-Time Voters Among College Students

Continued from Page 1

conducted for the Committee by Peter D. Hart, a pollster for Walter F. Mondale during the 1984 election.

Thirty-four per cent of all new voters registered as Democrats and 25 per cent did not sign up with either party.

Mr. Hart interviewed nearly 900 people who registered to vote for the first time last year. He said the margin of error in his sample was 3 percentage points.

President Reagan did very well among new student voters: About 63 per cent of them voted for him, but they did not remain as loyal to the Republicans when they voted in Congressional races, the survey found.

Fifty-two per cent of the students reported that they had voted for the Republican candidate in their Congressional district. Democratic Congressional candidates received about 34 per cent of the college-student vote.

Many Republican political observers have said the surge in the G.O.P.'s popularity among young people is a sign that there will be a major political realignment in coming years.

Youth 'Up for Grabs'

But Curtis B. Gans, director of the Committee for the Study of the American Electorate, said that an analysis of voting and registration patterns indicated that the battle for party allegiance is still "up for grabs." Of all the new voters surveyed, only 23 per cent called themselves strong Republicans and 22 per cent said they strongly identified with the Democratic party. The rest said they either were independent voters or leaned only slightly toward supporting one of the major political parties.

"The key for the Democratic Party is not to recover the New Deal coalition but to deal with the new voters coming into the electorate," said Mr. Hart. "The Republicans certainly gained an advantage in this election, but the Democrats haven't lost young people forever."

College students made up 17 per cent of all new voters in 1984, the study found. About 57 per cent of the new electorate consisted of people aged 18 to 24.

College students voted for President Reagan in slightly smaller numbers than other young people, the poll found. Sixty-seven per cent of all voters between 18 and 24 cast their ballots for the President, compared with 63 per cent of college students.

Mr. Gans said the committee had studied voting patterns mainly to determine the impact of last year's voter-registration drives on voter turnout. Many politically oriented groups—as well as the Republican and Democratic Parties—poured millions of dollars and volunteer hours into voter-registration efforts last year.

The United States Student Association and the National Campaign for Student Voter Registration, a project of the Public Interest Research Group, made voter registration one of their top priorities in 1984.

Only a third of the people who signed up as new voters said they had done so because they had been encouraged by voter-registration drives, Mr. Gans said. Organized registration efforts appeared to have paid off slightly more on college campuses, however, where 40 per cent said they signed up to vote because of an organized effort. Fifty-seven per cent of the students said they had registered on their own initiative.

Female Students Treated Unfairly, New Report Says

WASHINGTON

Female students on many campuses suffer unfair treatment from their male peers and from male faculty members, according to a report by the Project on the Status and Education of Women of the Association of American Colleges.

"Despite women's gains in access to higher education—especially since the passage of Title IX—women undergraduate and graduate students frequently do not enjoy full equality of educational opportunity on campus," the report says.

The study reports on discrimination in several areas, including admissions, financial aid, academic and career counseling, health care, athletics, and student government. It includes a checklist with which administrators can judge their campuses.

Bernice R. Sandler and Roberta M. Hall wrote the report, which concludes, "Outside the classroom, there is often more leeway for differential treatment by faculty, peers and others: more segregation by race and sex; more invoking of gender as a mark of difference and deficiency; more overt exclusion and sometimes even hostility."

The report cited such campus activities as wet T-shirt contests and the showing of X-rated movies as "demeaning" to women.

An earlier study by the group focused on ways faculty members discourage women in classrooms.

Copies of the report—*Out of the Classroom: A Chilly Campus Climate for Women?*—are available for $3 each from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington 20009.

FACT-FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 182,000 students who entered college in the fall of 1984

Characteristics

Age by December 31, 1984:	
16 or younger	0.1%
17	2.6%
18	73.4%
19	19.1%
20	2.0%
21-24	1.6%
25-29	0.7%
30-39	0.5%
40-54	0.2%
55 or older	0.0%

Racial/ethnic background:	
White	85.7%
Black	9.8%
American Indian	0.9%
Asian-American	1.6%
Mexican-American	1.0%
Puerto Rican-American	0.8%
Other	1.7%

Average grade in high school:	
A or A+	9.3%
A–	10.7%
B+	18.6%
B	25.2%
B–	14.4%
C+	13.0%
C	8.3%
D	0.5%

Academic rank in high school:	
Top 20%	39.7%
Second 20%	22.4%
Middle 20%	30.1%
Fourth 20%	6.7%
Lowest 20%	1.1%

Year of high-school graduation:	
1984	93.5%
1983	2.9%
1982	0.7%
1981 or earlier	1.7%
H. S. equivalency (G. E. D. test)	1.0%
Never completed high school	0.2%

Type of high school attended:	
Public	83.6%
Private (denominational)	12.0%
Private (nondenominational)	3.7%
Other	0.7%

Have met or exceeded recommended years of study, as proposed by the National Commission on Excellence in Education, in:	
English (4 years)	92.6%
Mathematics (3 years)	85.4%
Foreign language (2 years)	65.8%
Physical science (2 years)	51.8%
Biological science (2 years)	33.8%
History, American government (1 year)	98.5%
Other social studies (2 years)	31.3%
Computer science (.5 years)	52.2%
Art or music (1 year)	61.3%

Have had remedial work in:	
English	5.6%
Reading	5.4%
Mathematics	9.0%
Social studies	4.0%
Science	4.3%
Foreign language	3.7%

Will need remedial work in:	
English	12.1%
Reading	4.8%
Mathematics	24.6%
Social studies	2.9%
Science	10.3%
Foreign language	8.7%

Marital status:	
Not presently married	98.6%
Married, living with spouse	1.1%
Married, not living with spouse	0.3%

Disabilities:	
Hearing	0.9%
Speech	0.3%
Visual	1.9%
Orthopedic	1.0%
Learning	0.9%
Health-related	1.0%
Other	1.3%

Current religious preference:	
Baptist	14.3%
Buddhist	0.2%
Congregational (UCC)	1.8%
Eastern Orthodox	0.7%
Islamic	0.2%
Jewish	3.1%
Latter Day Saints (Mormon)	0.2%
Lutheran	5.6%
Methodist	10.3%
Quaker (Society of Friends)	0.2%
Roman Catholic	39.3%
Seventh-Day Adventist	0.3%
Unitarian-Universalist	0.2%
Other Protestant	10.2%
Other religion	5.6%
None	8.0%

(The column break prints "Religious Preference: (Continued)" before Congregational (UCC).)

Residence planned during fall term:	
With parents or relatives	33.1%
Other private home or apartment	5.2%
College dormitory	59.1%
Fraternity or sorority house	0.4%
Other campus housing	1.5%
Other	0.7%

Residence preferred during fall term:	
With parents or relatives	18.7%
Other private home or apartment	26.8%
College dormitory	42.0%
Fraternity or sorority house	5.8%
Other campus housing	4.9%
Other	1.9%

Father's occupation:	
Artist (incl. performer)	0.8%
Businessman	29.2%
Member of clergy or religious worker	0.9%
Engineer	8.5%
Farmer or forester	3.7%
Lawyer	1.5%
Military career officer	1.6%
Physician or dentist	2.1%
Other health professional	1.3%
Research scientist	0.5%
Teacher or administrator, college	0.9%
Teacher or administrator, elementary school	0.6%
Teacher or administrator, secondary school	3.4%
Worker, skilled	10.9%
Worker, semi-skilled	5.0%
Worker, unskilled	3.4%
Other occupation	22.7%
Unemployed	2.8%

Father's education:	
Grammar school or less	4.9%
Some high school	9.7%
High-school diploma	29.2%
Postsecondary other than college	5.1%
Some college	13.8%
College degree	19.9%
Some graduate school	2.3%
Graduate degree	15.0%

Mother's occupation:	
Artist (incl. performer)	1.3%
Businesswoman	11.1%
Member of clergy or religious worker	0.1%
Clerical worker	11.5%
Engineer	0.1%
Farmer or forester	0.3%
Homemaker (full-time)	23.8%
Lawyer	0.2%
Nurse	7.6%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, welfare, or recreation worker	1.3%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary school	5.5%
Teacher or administrator, secondary school	3.1%
Worker, skilled	1.9%
Worker, semi-skilled	3.1%
Worker, unskilled	2.3%
Other occupation	17.1%
Unemployed	7.0%

Mother's education:	
Grammar school or less	3.4%
Some high school	7.9%
High-school diploma	39.4%
Postsecondary other than college	7.7%
Some college	15.2%
College degree	17.0%
Some graduate school	2.3%
Graduate degree	7.1%

(The column break prints "Mother's education: (Continued)" before Some college.)

Students estimate chances are very good that they will:	
Change major field	12.7%
Change career choice	11.8%
Fail one or more courses	1.3%
Graduate with honors	11.8%
Be elected to student office	3.1%
Get a job to pay college expenses	37.5%
Work full time while attending college	3.5%
Join a social fraternity or sorority	16.6%
Live in a coeducational dormitory	28.6%
Play varsity athletics	15.2%
Be elected to an honor society	7.1%
Make at least a B average	40.6%
Need extra time to complete degree	5.4%
Need tutoring in some courses	10.5%
Work at outside job	20.2%
Seek vocational counseling	5.4%
Seek personal counseling	3.5%
Get a bachelor's degree	67.3%
Participate in student protests	3.9%
Drop out temporarily	1.1%
Drop out permanently	0.8%
Transfer to another college	10.6%
Be satisfied with college	55.2%
Find employment in preferred field	71.0%
Marry while in college	4.5%
Marry within a year after college	15.7%

Number of other colleges applied to for admission this year:	
None	34.9%
One	17.8%
Two	17.4%
Three	14.0%
Four	7.4%
Five	4.0%
Six or more	4.4%

Number of other college acceptances this year:	
None	18.2%
One	29.9%
Two	23.9%
Three	15.9%
Four	6.8%
Five	2.9%
Six or more	2.6%

College attended is student's:	
First choice	73.3%
Second choice	20.4%
Third choice	4.3%
Other	2.0%

Distance from home to college:	
5 miles or less	9.5%
6-10 miles	9.9%
11-50 miles	28.5%
51-100 miles	15.9%
101-500 miles	27.7%
More than 500 miles	8.4%

Reasons noted as very important in deciding to go to college:	
Parents' wishes	31.7%
Could not find job	5.3%
To get away from home	11.1%
To be able to get a better job	75.7%
To gain general education	65.1%
To improve reading and study skills	41.6%
Nothing better to do	2.0%
To become a more cultured person	33.8%
To be able to make more money	67.8%
To learn more about things that interest me	72.3%
To meet new, interesting people	56.1%
To prepare for graduate school	47.9%

Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.9%
Teacher's advice	4.3%
Good academic reputation	55.7%
Good social reputation	22.2%
Offered financial assistance	20.0%
Offers special programs	22.2%
Low tuition	20.8%
Advice of guidance counselor	8.1%
Wanted to live near home	18.6%
Friend's suggestion	7.0%
Recruited by college	3.1%
Recruited by athletic department	4.1%
Graduates go to top graduate schools	26.2%
Graduates get good jobs	46.3%
Not offered aid by first choice	4.0%

(The column break prints "Reasons noted as very important in selecting college attended: (Continued)" before Good academic reputation.)

Highest degree planned at college attended:	
None	3.6%
Vocational certificate	1.4%
Associate (or equiv.)	23.3%
Bachelor's	54.5%
Master's	11.1%
Ph.D. or Ed.D.	1.7%
M.D., D.O., D.D.S., or D.V.M.	1.4%
LL.B. or J.D.	0.9%
B.D. or M.Div.	0.4%
Other	1.6%

Highest degree planned anywhere:	
None	1.6%
Vocational certificate	1.0%
Associate (or equiv.)	6.7%
Bachelor's	37.6%
Master's	31.2%
Ph.D. or Ed.D.	9.2%
M.D., D.O., D.D.S., or D.V.M.	6.2%
LL.B. or J.D.	4.0%
B.D. or M.Div.	0.6%
Other	2.0%

Probable field of study:	
Accounting	6.4%
Aeronautical engineering	1.3%
Agriculture	1.6%
Anthropology	0.1%
Architecture, urban planning	0.8%
Art, fine and applied	1.7%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.6%
Biological sciences (misc.)	0.6%
Biology (general)	1.8%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.5%
Business administration (general)	7.4%
Business education	0.2%
Chemical engineering	0.7%
Chemistry	0.8%
Civil engineering	0.9%
Communications	2.0%
Computer science	3.4%
Data processing, computer programming	2.4%
Drafting or design	0.6%
Earth science	0.2%
Economics	0.4%
Education (misc.)	0.3%
Electrical or electronic engineering	4.1%
Electronics	0.6%
Elementary education	2.8%
Engineering (misc.)	1.5%
English	1.0%
Ethnic studies	0.0%
Finance	1.3%
Foreign language	0.5%
Forestry	0.4%
Geography	0.0%
Health technology	1.4%
History	0.6%
Home economics	0.5%
Industrial engineering	0.4%
Journalism	1.4%
Law enforcement	1.5%
Library science	0.0%
Management	5.1%
Marine science	0.1%
Marine-life science	0.4%
Marketing	2.3%
Mathematics	0.8%
Mechanical engineering	2.1%
Mechanics	0.4%
Microbiology or bacteriology	0.3%
Military science	0.1%
Music	1.0%
Music or art education	0.3%
Nursing	4.1%
Pharmacy	0.6%
Philosophy	0.1%
Physical education and recreation	1.2%
Physical sciences (misc.)	0.1%
Physics	0.4%
Political science	2.1%
Pre-dental, pre-medical, pre-veterinary	3.2%
Professional (misc.)	1.4%
Psychology	2.7%
Secondary education	0.9%
Secretarial studies	2.4%
Social work	0.9%
Social sciences (misc.)	0.2%
Sociology	0.3%
Special education	0.8%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.6%
Theology and religion	0.1%
Therapy	2.1%
Women's studies	0.0%
Zoology	0.4%
Other fields	1.4%
Other technical fields	0.7%
Undecided	5.2%

(The column break prints "Probable field of study: (Continued)" before Philosophy.)

Probable career occupation:	
Accountant or actuary	6.0%
Actor or entertainer	0.8%
Architect or urban planner	1.3%
Artist	1.5%
Business (clerical)	2.0%
Business executive	11.9%
Business proprietor	3.0%
Business salesperson or buyer	1.3%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	1.2%
Computer programmer or analyst	6.1%
Conservationist or forester	0.6%
Dentist	0.6%
Dietitian or home economist	0.3%
Educator (college)	0.3%
Educator (elementary)	3.4%
Educator (secondary)	2.1%
Engineer	10.4%
Farmer or rancher	0.9%
Foreign-service worker	0.7%
Homemaker (full-time)	0.1%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.0%
Lab technician or hygienist	1.0%
Law-enforcement officer	1.1%
Lawyer or judge	4.1%
Military person	1.2%
Musician	0.9%
Nurse	4.0%
Optometrist	0.3%
Pharmacist	0.7%
Physician	4.0%
Research scientist	1.5%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.3%
Statistician	0.1%
Therapist	2.4%
Veterinarian	1.1%
Skilled trades	1.3%
Other occupation	6.5%
Undecided	10.9%

Estimated parental income:	
Less than $4,000	3.3%
$4,000-$5,999	2.5%
$6,000-$7,999	2.4%
$8,000-$9,999	2.6%
$10,000-$12,499	5.2%
$12,500-$14,999	4.7%
$15,000-$19,999	8.0%
$20,000-$24,999	11.3%
$25,000-$29,999	10.2%
$30,000-$34,999	10.9%
$35,000-$39,999	9.1%
$40,000-$49,999	12.2%
$50,000-$99,999	13.7%
$100,000 or more	4.0%

Number of parents' dependents:	
One	6.3%
Two	12.5%
Three	23.6%
Four	29.4%
Five	18.3%
Six or more	10.0%

Continued on Following Page

Note: Because of multiple responses, sections may not add to 100 per cent.

FACT-FILE—Continued

Number of other dependents currently attending college:	
None	68.0%
One	23.5%
Two	6.1%
Three or more	2.4%

Concern about financing college:	
None	33.8%
Some	51.7%
Much	14.5%

Support from parental aid:	
None	30.2%
$1-$499	12.2%
$500-$999	8.8%
$1,000-$1,499	8.0%
$1,500-$2,000	7.7%
Over $2,000	33.1%

Aid awarded on the basis of:	
Academic merit	50.2%
Financial need	82.6%

Aid awarded on the basis of: (Continued)	
Athletic talent	11.1%
Other talent	8.2%
Other	20.1%

Support from Pell Grant:	
None	80.2%
$1-$499	4.7%
$500-$999	6.0%
$1,000-$1,499	4.5%
$1,500-$2,000	3.4%
Over $2,000	1.2%

Support from Supplemental Educational Opportunity Grant:	
None	94.6%
$1-$499	2.0%
$500-$999	1.7%
$1,000-$1,499	1.0%
$1,500-$2,000	0.5%
Over $2,000	0.3%

Support from state scholarship or grant:	
None	86.4%
$1-$499	5.7%
$500-$999	4.0%
$1,000-$1,499	2.3%
$1,500-$2,000	0.8%
Over $2,000	0.9%

Support from college grant:	
None	83.3%
$1-$499	4.6%
$500-$999	3.5%
$1,000-$1,499	2.8%
$1,500-$2,000	1.8%
Over $2,000	4.0%

Support from College Work-Study grant:	
None	90.6%
$1-$499	3.2%
$500-$999	3.7%
$1,000-$1,499	1.9%
$1,500-$2,000	0.5%
Over $2,000	0.1%

Support from part-time employment:	
None	72.0%
$1-$499	17.9%
$500-$999	6.9%
$1,000-$1,499	2.2%
$1,500-$2,000	0.6%
Over $2,000	0.4%

Support from summer employment:	
None	54.5%
$1-$499	22.1%
$500-$999	12.6%
$1,000-$1,499	6.2%
$1,500-$2,000	2.6%
Over $2,000	1.9%

Support from federal Guaranteed Student Loan:	
None	76.6%
$1-$499	1.2%
$500-$999	2.0%
$1,000-$1,499	3.4%
$1,500-$2,000	4.2%
Over $2,000	12.6%

Support from college loan:	
None	96.5%
$1-$499	0.6%
$500-$999	0.6%
$1,000-$1,499	0.6%
$1,500-$2,000	0.5%
Over $2,000	1.2%

Support from National Direct Student Loan:	
None	93.8%
$1-$499	1.1%
$500-$999	1.6%
$1,000-$1,499	1.5%
$1,500-$2,000	1.0%
Over $2,000	1.1%

Attitudes and Activities

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Activities in the past year:													
Participated in speech or debate	20.7%	20.7%	20.7%	15.9%	18.9%	21.3%	25.5%	24.4%	22.2%	23.0%	28.5%	19.7%	35.0%
Wrote computer programs	57.4%	44.3%	50.6%	45.5%	36.9%	51.0%	52.5%	49.0%	56.1%	58.5%	59.2%	37.4%	44.8%
Played a musical instrument	38.9%	45.9%	42.5%	36.8%	39.8%	43.0%	45.5%	48.9%	44.0%	47.2%	48.8%	37.5%	44.8%
Took a course on TV	5.2%	3.6%	4.4%	4.7%	3.2%	4.2%	4.9%	4.1%	5.1%	4.3%	3.6%	5.7%	7.6%
Took a computer-assisted course	42.6%	37.7%	40.1%	37.3%	32.6%	41.1%	40.5%	39.1%	44.3%	44.6%	41.6%	37.0%	42.8%
Attended a religious service	82.1%	86.5%	84.4%	78.6%	85.7%	87.0%	84.1%	91.3%	93.4%	86.5%	87.8%	85.1%	92.0%
Was president of one or more student organizations	27.9%	31.5%	29.7%	23.2%	27.8%	31.2%	33.6%	36.3%	32.3%	32.9%	39.7%	37.1%	47.0%
Participated in a music contest	17.3%	22.1%	19.8%	15.2%	19.6%	21.3%	19.5%	28.6%	18.5%	23.6%	20.4%	19.5%	25.7%
Was bored in class	89.5%	91.0%	90.3%	84.7%	89.7%	91.9%	92.3%	93.8%	93.9%	94.6%	94.2%	85.4%	87.7%
Had a major part in a play	18.6%	19.9%	19.3%	15.5%	18.2%	21.3%	23.2%	25.2%	19.6%	19.4%	22.1%	28.0%	33.3%
Won a varsity letter in sports	53.8%	37.7%	45.5%	36.9%	49.2%	49.7%	47.2%	52.7%	49.1%	50.0%	49.4%	53.4%	41.5%
Won an award in art contest	15.1%	14.8%	15.0%	13.3%	17.1%	15.4%	19.3%	15.3%	14.5%	14.9%	14.5%	20.4%	18.3%
Edited school paper, yearbook, or magazine	12.7%	22.7%	17.9%	13.5%	16.2%	18.3%	22.9%	20.3%	21.1%	19.4%	25.8%	14.4%	17.7%
Participated in a science contest	17.9%	12.8%	15.2%	11.4%	13.1%	17.0%	16.3%	16.7%	15.2%	17.4%	21.9%	19.1%	28.5%
Did extra course work or reading	62.8%	72.0%	67.6%	61.6%	66.7%	69.7%	72.2%	69.6%	71.7%	70.1%	76.2%	75.3%	80.2%
Smoked cigarettes	7.1%	11.8%	9.5%	13.3%	13.5%	7.8%	9.1%	5.6%	9.4%	6.4%	5.8%	5.9%	3.7%
Performed volunteer work	68.1%	71.4%	69.8%	64.4%	70.3%	71.3%	72.9%	75.2%	77.3%	70.7%	77.1%	66.7%	74.0%
Took tranquilizing pill	4.3%	4.2%	4.2%	3.5%	4.7%	4.4%	5.2%	5.2%	4.4%	4.4%	4.3%	3.3%	3.8%
Missed school because of illness	71.9%	82.2%	77.2%	75.4%	81.0%	77.1%	78.8%	79.1%	80.7%	77.7%	77.5%	74.9%	75.0%
Attended public recital or concert	69.0%	77.1%	73.2%	66.0%	71.8%	75.2%	77.8%	77.3%	76.3%	77.5%	81.3%	73.5%	77.8%
Jogged	27.3%	18.4%	22.7%	17.7%	23.2%	26.3%	24.1%	26.8%	24.4%	23.9%	26.5%	28.3%	26.5%
Did vigorous exercise except jogging	54.3%	37.3%	45.5%	38.7%	39.4%	47.6%	48.2%	49.0%	48.6%	50.8%	55.0%	40.7%	41.1%
Stayed up all night	73.8%	73.2%	73.5%	71.1%	75.0%	74.4%	73.7%	74.2%	74.3%	75.3%	75.3%	72.8%	76.8%
Drank beer	73.6%	62.5%	67.8%	66.4%	65.7%	65.8%	68.1%	59.3%	74.4%	74.2%	69.7%	52.4%	43.6%
Worked in a political campaign	8.7%	9.0%	8.9%	6.2%	8.3%	9.1%	11.1%	11.5%	9.8%	10.2%	13.9%	11.8%	17.4%
Political views:													
Far left	2.4%	1.6%	2.0%	2.1%	2.3%	2.0%	2.4%	2.0%	1.6%	1.5%	1.7%	5.3%	4.1%
Liberal	19.1%	21.1%	20.1%	18.0%	18.2%	19.7%	24.6%	19.6%	19.5%	21.2%	26.3%	25.6%	35.7%
Middle of the road	53.7%	60.8%	57.4%	62.2%	57.3%	58.4%	51.4%	51.8%	57.5%	56.0%	45.8%	49.7%	41.7%
Conservative	23.0%	15.7%	19.3%	16.5%	20.6%	18.7%	20.3%	25.3%	20.1%	20.2%	24.7%	17.4%	16.8%
Far right	1.8%	0.7%	1.2%	1.2%	1.4%	1.2%	1.3%	1.3%	1.2%	1.0%	1.5%	1.9%	1.8%
Agree strongly or somewhat that:													
Government isn't promoting disarmament	58.1%	72.7%	65.6%	64.7%	64.3%	64.9%	69.2%	64.6%	69.8%	65.5%	68.7%	74.6%	78.6%
Government isn't protecting consumer	57.7%	66.7%	62.3%	65.3%	64.8%	63.7%	62.1%	60.9%	60.3%	57.9%	55.2%	72.4%	76.2%
Government isn't controlling pollution	74.9%	80.3%	77.7%	77.1%	76.0%	78.3%	80.3%	76.8%	78.0%	76.9%	79.3%	78.0%	81.2%
Government should discourage the use of energy	69.4%	75.9%	72.8%	71.3%	72.1%	73.5%	74.5%	72.9%	73.8%	73.0%	74.5%	73.7%	74.1%
Military spending should be increased	40.2%	25.2%	32.5%	34.6%	37.1%	34.7%	28.2%	32.1%	25.7%	29.9%	26.3%	34.5%	27.1%
The death penalty should be abolished	22.2%	29.6%	26.0%	24.4%	26.7%	26.9%	28.2%	26.6%	32.1%	24.7%	28.9%	40.1%	41.5%
Government should provide a national health-care plan	58.0%	64.6%	61.4%	65.5%	64.8%	62.6%	62.6%	57.0%	62.1%	55.0%	53.6%	78.2%	76.8%
Abortion should be legalized	53.3%	54.2%	53.8%	51.0%	50.7%	54.1%	59.7%	49.2%	35.6%	58.8%	60.7%	59.1%	60.1%
Grading in high school is too easy	53.7%	54.5%	54.1%	50.9%	47.8%	54.6%	56.5%	56.9%	54.0%	57.0%	59.7%	35.2%	43.8%
Women's activities should be confined to the home	29.8%	15.5%	22.4%	24.2%	26.4%	23.5%	20.1%	23.6%	20.2%	19.3%	17.2%	32.1%	28.0%
Couples should live together before marriage	50.8%	39.9%	45.1%	47.3%	43.4%	44.5%	48.2%	35.5%	35.6%	45.6%	45.9%	55.7%	46.6%
It is all right for people who like each other to have sex	63.0%	31.8%	46.8%	48.5%	43.8%	47.1%	50.1%	36.6%	33.9%	48.2%	47.4%	55.1%	46.1%
Women should have job equality	87.8%	96.6%	92.4%	91.0%	89.1%	92.6%	93.8%	91.9%	93.5%	93.8%	94.9%	90.4%	91.9%
The wealthy should pay a larger share of taxes	69.9%	69.6%	69.7%	73.0%	67.3%	71.6%	67.2%	67.7%	67.4%	67.1%	61.3%	74.1%	77.7%
Marijuana should be legalized	25.8%	20.3%	22.9%	23.3%	23.2%	22.9%	24.9%	17.9%	18.7%	23.7%	22.7%	32.6%	22.9%
Busing to achieve racial balance is all right	50.8%	56.1%	53.6%	56.6%	58.4%	55.0%	53.7%	52.5%	53.1%	46.8%	49.4%	75.4%	72.0%
Homosexual relations should be prohibited	57.9%	38.4%	47.8%	52.9%	54.3%	49.5%	40.4%	52.3%	43.3%	41.9%	35.0%	53.1%	49.6%
Colleges have the right to regulate off-campus behavior	16.4%	13.7%	15.0%	17.3%	18.6%	15.9%	13.8%	16.3%	13.0%	10.7%	11.8%	31.3%	25.0%
Students should help evaluate faculty members	70.3%	69.8%	70.0%	68.7%	63.2%	69.0%	71.9%	69.8%	70.0%	73.3%	74.3%	61.5%	65.3%
College grades should be abolished	16.6%	11.4%	13.9%	14.2%	16.5%	14.0%	14.8%	13.7%	13.6%	12.5%	12.9%	21.6%	17.0%
Colleges have a right to ban a speaker	24.2%	19.1%	21.6%	24.0%	24.9%	22.3%	18.7%	21.8%	19.7%	18.8%	16.9%	25.6%	24.3%
The disadvantaged should get preferential treatment	39.0%	35.8%	37.3%	40.1%	44.3%	38.2%	37.0%	38.5%	34.6%	32.1%	30.7%	57.8%	56.9%
Minimum competence should be required for college graduation	89.5%	91.3%	90.4%	87.7%	86.5%	90.9%	92.1%	91.7%	92.0%	92.7%	94.9%	85.5%	89.9%
Objectives considered essential or very important:													
Achieving in a performing art	9.8%	12.1%	11.0%	8.3%	12.0%	12.0%	14.6%	12.8%	11.3%	11.2%	13.9%	14.3%	15.2%
Becoming an authority in his or her field	74.5%	71.6%	73.0%	68.9%	70.0%	75.4%	74.7%	72.4%	72.6%	76.6%	76.7%	80.6%	81.8%
Obtaining recognition from colleagues	56.5%	54.2%	55.3%	50.6%	52.5%	57.4%	59.3%	52.3%	56.9%	59.2%	60.3%	66.1%	66.2%
Influencing the political structure	17.9%	12.4%	15.0%	10.9%	14.4%	16.0%	19.2%	16.8%	16.8%	16.2%	22.8%	24.3%	29.1%
Influencing social values	29.4%	34.6%	32.1%	28.0%	35.1%	33.6%	34.8%	37.9%	38.3%	31.6%	36.1%	44.4%	46.8%
Raising a family	67.6%	69.3%	68.5%	65.8%	69.7%	68.5%	68.7%	71.6%	74.1%	69.7%	72.1%	59.4%	62.6%
Having administrative responsibility	43.5%	40.7%	42.0%	40.2%	42.0%	44.1%	40.3%	39.4%	42.8%	44.2%	42.1%	54.5%	49.1%
Being very well-off financially	75.6%	67.3%	71.2%	73.0%	70.6%	71.7%	69.2%	62.6%	66.6%	72.7%	70.1%	81.0%	82.6%
Helping others who are in difficulty	53.4%	69.8%	61.9%	57.3%	65.9%	64.0%	64.0%	67.5%	69.3%	61.3%	65.8%	72.0%	75.6%
Making a contribution to scientific theory	16.8%	10.8%	13.6%	12.2%	9.6%	13.7%	13.9%	11.8%	12.6%	16.3%	18.4%	16.1%	22.2%
Writing original works	10.7%	11.4%	11.0%	8.1%	9.5%	11.7%	15.4%	12.2%	11.6%	11.8%	15.3%	14.6%	15.7%
Creating artistic works	10.3%	12.2%	11.3%	9.8%	14.2%	11.2%	16.7%	10.3%	10.8%	11.4%	11.0%	15.6%	12.7%
Being successful in his or her own business	56.4%	47.3%	51.6%	51.6%	56.3%	50.6%	53.6%	50.3%	49.8%	51.3%	50.8%	66.1%	66.3%
Helping clean up environment	23.2%	18.1%	20.5%	20.3%	21.3%	21.2%	22.5%	20.7%	18.6%	19.7%	19.4%	31.9%	31.9%
Developing a philosophy of life	44.0%	45.2%	44.6%	38.1%	44.3%	45.9%	49.9%	49.1%	50.0%	46.7%	55.0%	55.7%	61.5%
Participating in community action	20.2%	24.1%	22.2%	17.8%	24.0%	23.9%	24.8%	26.1%	26.1%	23.0%	26.5%	35.1%	42.1%
Promoting racial understanding	29.7%	33.4%	31.6%	25.8%	32.9%	34.2%	38.0%	36.6%	35.4%	30.3%	41.1%	63.9%	70.8%
Keeping up with political affairs	43.1%	33.4%	38.0%	28.8%	31.9%	38.0%	45.9%	42.3%	43.5%	44.0%	56.6%	43.5%	54.4%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1984," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

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Black Students' Average Aptitude-Test Scores Up 7 Points in a Year

Over all, the increase from 1982-83 to 1983-84 is only 4 points; Asian-Americans lead all racial and ethnic groups with jump of 8 points

By LAWRENCE BIEMILLER

Average SAT Scores by Ethnic or Racial Group

	Verbal									Mathematics								
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1976	1977	1978	1979	1980	1981	1982	1983	1984
American Indian	388	390	387	386	390	391	388	388	390	420	421	419	421	426	425	424	425	427
Asian-American	414	405	401	396	396	397	398	395	396	518	514	510	511	509	513	513	514	519
Black	332	330	332	330	330	332	341	339	342	354	357	354	358	360	362	366	369	373
Mexican-American	371	370	370	370	372	373	377	375	376	410	408	402	410	413	415	416	417	420
Puerto Rican	364	355	349	345	350	353	360	358	358	401	397	388	388	394	398	403	403	405
White	451	448	446	444	442	442	444	443	445	493	489	485	483	482	483	483	484	487
Other	410	402	399	393	394	388	392	386	388	458	457	450	447	449	447	449	446	450
All	**431**	**429**	**429**	**427**	**424**	**424**	**426**	**425**	**426**	**472**	**470**	**468**	**467**	**466**	**466**	**467**	**468**	**471**

Median SAT Scores by Family Income, 1984

	Black students			White students			All students		
Family income	Total	Verbal	Mathematics	Total	Verbal	Mathematics	Total	Verbal	Mathematics
Under $6,000	13.9%	293	324	2.0%	412	446	3.9%	344	390
$6,000-$11,999	23.1%	308	338	5.9%	415	448	8.6%	373	412
$12,000-$17,999	18.9%	325	351	9.4%	421	456	10.9%	398	438
$18,000-$23,999	15.0%	335	359	12.8%	425	464	13.1%	411	452
$24,000-$29,999	8.8%	349	375	13.2%	433	475	12.5%	424	468
$30,000-$39,999	9.7%	362	388	20.4%	440	485	10.7%	433	479
$40,000-$49,999	5.7%	375	398	13.9%	451	498	12.6%	446	493
$50,000 and over	4.9%	404	428	22.3%	464	517	19.7%	462	516
All		**342**	**373**		**445**	**487**		**426**	**471**

SOURCE: THE COLLEGE BOARD

The combined Scholastic Aptitude Test scores of black high-school seniors rose by seven points between 1982-83 and 1983-84, according to figures released last week by the College Board. Among racial and ethnic groups, only Asian-Americans posted a larger increase—eight points—in a year in which average scores for all students climbed four points.

The improvement in black students' test results narrowed only slightly the substantial gap between blacks' scores and the national averages, however. The 1983-84 median scores for black students were 342 on the verbal portion of the test and 373 on the mathematics portion, compared with averages for all students of 426 on the verbal section and 471 on the mathematics section.

Since 1976, black students' scores on the S.A.T. have shown a net rise of 10 points on the verbal section and 19 points on the mathematics section, while the averages for all students have shown a net loss of five points on the verbal section and one point on the mathematics section.

The standardized test, which is developed and administered for the College Board by the Educational Testing Service, is graded on a scale that runs from 200 to 800. It is intended for use by college and university admissions officers, although S.A.T. scores have also been viewed by the press and the public as measures of the quality of elementary and secondary education.

Scores Follow Income

The figures released last week continued to show a strong correlation between the income of a student's family and the student's performance on the test. Students whose families had incomes of less than $6,000 a year had average scores of 344 on the S.A.T.'s verbal section and 390 on the mathematics section. Those whose families earned more than $50,000 had average verbal and math scores that were each more than 100 points higher—462 on the verbal section and 516 on the mathematics section.

About 70 per cent of the black students who took the test reported that their family's annual income was less than $24,000, while 70 per cent of the white students said their families had annual incomes above that amount.

The median scores of white students were 445 on the verbal section of the test and 487 on the mathematics section. Asian-American students, about 28 per cent of whom said they were most fluent in a language other than English, averaged 398 on the verbal portion and 519 on the mathematics portion.

Average scores for members of other ethnic groups were: American Indians, 390 on the verbal section and 427 on mathematics section; Mexican-Americans, 376 and 420; and Puerto Ricans, 358 and 405.

The College Board began releasing information on the scoring patterns of members of racial and ethnic groups in 1982, following several years of internal debate. George H. Hanford, the board's president, wrote then, "We are convinced that the data, to the clear advantage of minority youth, will serve to illuminate the extent and nature of the educational deficit this nation will overcome."

But he noted also that "statistical configurations lend themselves to misinterpretation by those who seek simple explanations" and that they could, for instance, "obscure the fact that a significant number of minority youth score well on the S.A.T." This year the board released its scoring breakdowns—which fill 104 pages—without analysis, interpretation, or comment.

Among other data in the board's report:

► Male students continued to fare better on the S.A.T. than did females. The average verbal score for men rose three points—to 430—above that for males who graduated the year before. The verbal score for women, 420, was unchanged from the previous year, but the mathematics score for women rose four points, to 449. The average mathematics score for males rose two points, to 495.

► The average number of courses that students took in high school continued to rise, from the equivalent of 16.32 year-long courses for 1983 seniors to 16.39 for those graduating in 1984. Male students reported taking 16.52 courses, while women took 16.27. In particular, students reported taking more mathematics courses—3.65, up from 3.62 in 1982-83.

The number of English, foreign-language, physical-science, and social-studies courses rose slightly.

► Students' grade-point averages dropped somewhat, from 3.06 to 3.04—or just above a letter grade B.

► Over all, the report showed, 19.8 per cent of the students attended nonpublic high schools, but only 13.2 per cent of the black students did so.

► More than 76 per cent of the students said they would seek financial aid from the college they planned to attend. In 1980, 73 per cent of those taking the test said they would seek aid.

► Almost 49 per cent of those taking the S.A.T. said they planned to pursue graduate degrees. Among racial and ethnic groups, 57.6 per cent of the Asian-American students planned to seek graduate degrees, as did 48.1 per cent of the black students, 47.4 per cent of the Mexican-Americans, and 43.5 per cent of the whites.

► The median family income of this year's seniors was $30,400, up from $29,000 the year before. The size of their families averaged 4.2 people—down from 4.3 last year and 4.4 in 1981.

► About 20 per cent of those taking the test—nearly one million students, out of a total of about four million 18-year-olds in the population—were members of minority groups. The number of black students rose from 77,137 in 1983 to 80,677 in 1984, while the number of Asian-Americans rose by 3,209 to 39,990.

The number of Mexican-Americans taking the test increased from 16,534 to 18,175.

The complete report, "Profiles, College-Bound Seniors, 1984" is available for $5 from the College Board, 888 Seventh Avenue, New York 10106.

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News Summary

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A Berkeley researcher is waiting for the courts to settle the controversy that has arisen over his experiments with genetically engineered bacteria. Story on Page 5.

Copyright protection for "intellectual property," such as computer programs, will be a key question facing the next Register of Copyrights. Story on Page 15.

Many students spend the month between Christmas and the second semester working as interns in jobs related to their academic interests. Story on Page 19.

The State University of New York is the most over-regulated such institution in the country, according to a commission on the future of the 64-campus system. Story on Page 21.

College presidents who teach say they derive a great many benefits from the experience, but mostly they do it because they love it. Story on Page 25.

Universities with big-time football programs won some autonomy from the N.C.A.A. last week at the organization's annual convention in Nashville. Story on Page 31.

Promising young managers in China will begin a new graduate program in business administration designed by professors from the State University of New York at Buffalo. Story on Page 35.

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Clerical Workers Gaining Attention Through Unions

Now Columbia, like Yale, may face work stoppage

By **SCOTT HELLER**

Clerical and technical employees, called by some the "invisible workers" on college campuses, are being closely watched in their disputed efforts to organize at Columbia and Yale Universities.

Last week the union seeking to represent 1,100 such employees at Columbia set February 4 as a strike deadline if the university does not begin negotiations immediately.

And the 2,600 Yale workers represented by Local 34 of the Federation of University Employees, who returned to work during the holiday season after 10 weeks of picketing, could be back on the line by the end of this month.

The unions have announced "a pledge of mutual assistance," promising to bolster each other's picket lines if the time comes.

This flurry of activity at two Ivy League campuses has focused attention on universities as prime targets for the unionization of clerical workers. Yet the acrimony that has been generated at the two institutions—and in organizing drives at Harvard and Stanford Universities, among others—makes it clear that the effort to unionize white-collar employees is far from easy.

Such efforts are not new—especially in

Continued on Page 28, Column 1

STUDENT AID

Colleges Press for a United Front in Washington; State Funds Rise

By **DONNA ENGELGAU**

State Funds

WASHINGTON

States' spending for grants and scholarships to needy college students rose more than 15 per cent in the past year, the highest percentage increase in 8 years and the biggest dollar increase in 16 years.

Only three states—Hawaii, Washington, and Wyoming—did not increase their scholarship aid during the year.

The National Association of State Scholarship and Grant Programs collected the data in a national survey.

States increased grants and scholarships to needy students by $160-million, or 15.4 per cent, from 1983-84 to 1984-85.

Aid to graduate students also increased, as did undergraduate aid not based on fi-

Continued on Page 20, Column 1

Washington

WASHINGTON

Leaders of public and private colleges, who have sometimes been at odds over federal student-aid policy, say they want to put aside past differences this year and pull together to support higher-education legislation that will benefit both types of institution.

The 99th Congress will be an especially important one for higher education. The Higher Education Act of 1965 officially expires in September, but another education statute authorizes a one-year extension so that programs would continue through academic 1986-87 without new legislation.

The act authorizes six major student-aid programs, along with dozens of programs to provide federal money for a wide range of activities—from college libraries to international education to disadvantaged students.

For those programs to continue, Congress must extend—or "reauthorize"—the law.

Because the legislation is so important, college and university presidents say, they hope to avoid the kind of infighting that has marked previous Congressional reauthorizations.

"The theme of this reauthorization has

Continued on Page 16, Column 1

Ontario's Universities Seen in Jeopardy

The quality of Ontario's university system is in "jeopardy," a provincial commission said last week. It called for higher tuition, temporary limits on enrollment, increased faculty hiring, and more money from the government. Story on Page 35.

'Plain Old Telephones' Give Way to Sophisticated Campus Systems

More universities installing own telecommunications; explosion of demand for services, AT&T breakup cited

By **JUDITH AXLER TURNER**

At Stanford University, stepping out the front door can be dangerous: Every day there is a new trench to trap the unwary pedestrian. The trenches are being dug to hold the cables for "Stanford Tel and Tel," the university's new $20-million telecommunications system.

Stanford is not the only university digging trenches. Across the country, institutions are changing, modernizing, and replacing their "POTS"—phone-company jargon for "plain old telephones"—with telecommunications systems that will cost less and do more than the systems that administrators and academics have taken for granted for decades.

The impetus for setting up new communications systems is twofold: the breakup of the American Telephone and Telegraph Company last January, and the demand for communications facilities that can accommodate data and video as well as voice.

The A.T.& T. breakup has driven prices up. Although most of the increase in cost is in long distance service—A.T.& T. no longer can use income from local services to hold down its long-distance charges—the new local phone companies are also increasing costs to pay for modernizing their equipment.

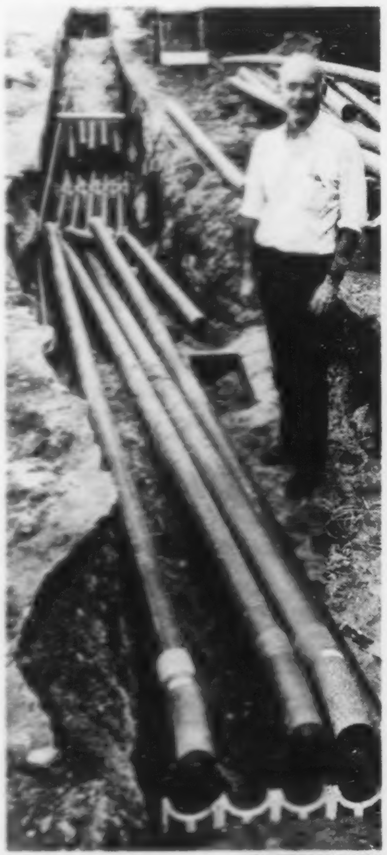
Academe has been hit particularly hard. One survey of 163 universities found they were spending an average of 1.2 per cent of their budget on communications, almost double the .65 per cent spent by business and industrial companies (not including airlines and financial institutions).

Technological advances, such as microcomputers on professors' and students' desks, electronic mail, and computerized library catalogs, have set off an explosion of demand for access to services—access that often must come over the same lines used for telephone conversations.

At issue are questions such as these:

► Should a college or university buy its

Continued on Page 12, Column 1



Michael M. Roberts stands in a trench that will hold cables for Stanford's new $20-million telecommunications system.

STANFORD UNIVERSITY

States' Student-Aid Spending Rose by More than 15 Pct. in Past Year

Continued from Page 1

nancial need. But those programs remained much smaller than those directed at needy students.

States will spend $1.195-billion on need-based undergraduate grants and scholarships this year, compared to $1.035-billion in 1983-84. State aid to needy undergraduates has increased 42.5 per cent since 1980-81, when the states spent $838.8-million on it.

The past year's 15.4-per-cent increase was particularly important, the association said in a report on its annual survey, because it represented the largest increase in any single year since 1976-77, when many states created new programs in response to the availability of new federal contributions under the State Student Incentive Grant Program.

"This year is exceptional in its significant growth in state grant programs in virtually every state. The rates of growth are seldom this large and are more often sporadic," the association said.

"My best guess as to why this year and last year showed large increases is that states are responding to the increased demands for aid caused by increasing costs," said Jerry S. Davis, director of research and policy analysis at the Pennsylvania Higher Education Assistance Agency. He and Kenneth R. Reeher, executive director of the agency, prepared the report for the association.

The survey also found that there had been a sharp reduction in the proportion of black students among recipients of state aid. That proportion has decreased from one-fourth to one-fifth since 1981, the report says. Mr. Davis said it was impossible to say precisely how much such students' share had declined, because many states did not respond to the survey question on the topic.

"The decline is probably a consequence of declining postsecondary education participation rates among black students rather than the result of changes in state grant program policies," the report said.

It called the growth of state aid during the 1980's "impressive, encouraging, and laudable. The fact that $357-million more dollars are available to students in 1984-85 than in 1980-81 represents a great achievement."

Most of the growth over the last four years—$192-million of the $357-million—has occurred in states with the largest programs, which include California, Illinois, New York, and Pennsylvania. The growth in New York's program alone accounted for 39 per cent of the growth.

College Costs Rise 40 Pct.

The report noted that the average cost of attending four-year private colleges, whose students typically receive about one-half of the state grants, had increased by about 40 per cent in the same period.

"Thus the four-year increase in available aid has roughly paralleled the growth in costs experienced by most aid recipients," the report says.

Since 1979 eight states have more than doubled the amount of student financial aid they offer. They are Arkansas, Louisiana, Massachusetts, Minnesota, Oklahoma, Puerto Rico, Rhode Island, and South Dakota.

Massachusetts, Minnesota, and Puerto Rico had the largest increases in spending in the past year.

Nine states will award more than $50-million each this year for a total of $1-billion, or about 71 per cent of the total of $1.4-billion awarded in all state programs. They are California, Illinois, Massachusetts, Michigan, Minnesota, New Jersey, New York, Ohio, and Pennsylvania.

This year 1,315,483 undergraduates will receive need-based state grants and scholarships, representing a 2.4-per-cent increase from 1983-84, when 1,285,041 undergraduates received such aid.

The survey found that the number of recipients had not grown as rapidly as the amount of money, and, as a result, individual students are getting more, on the average.

This year's average award is about $909, up 12.8 per cent from last year's $806. The average in 1980-81 was $735.

"The data indicate that more students are receiving more aid to attend postsecondary education, but that their average awards are not keeping pace with their increased average costs," the report said.

State spending for grants and scholarships to undergraduates that are not based on need—including merit scholarships and special-purpose awards to encourage students to study math and science—will rise to $122.7-million this year, the survey found, a 17.5-per-cent increase over last year's expenditure of $104.4-million.

Ten states are considering legislation to create merit-based scholarships: Georgia, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Nebraska, and New Jersey. Eight others are considering state-supported work-study programs: Arizona, Delaware, Iowa, New Jersey, Oklahoma, Oregon, Utah, and Virginia.

Maine and Massachusetts are considering programs to encourage talented students to enter teacher-training programs. Connecticut plans to adopt a "loan-forgiveness" program for talented students in teacher-education programs.

State aid to needy graduate and professional students will total $21.7-million this year, a 15.2-per-cent increase over last year's $18.9-million. The number of students who will receive the aid is expected to grow from 25,309 to 25,945.

Graduate Aid Restricted

"Clearly, graduate and professional-schools students' access to need-based grant aid is much more restricted than is undergraduates' access to this type of aid even in states with significant programs for post-baccalaureate students," the report said.

States will spend $9.9-million this year to provide graduate students with merit scholarships and other aid not based on financial need, a 37.8-per-cent increase over last year. Some 2,800 graduate students will receive such aid this year.

The data also indicated that more part-time and older students are receiving grants.

The number of part-time undergraduates receiving state aid has increased by 46 per cent since 1982, and the dollar amount has tripled. Even so, fewer than 2 per cent of all state grants go to part-time students, the report said.

About 16 per cent of this year's grant recipients will be over 25. In 1981, 11.8 per cent of the part-time students receiving aid were in that age group. The proportion has increased each year since then, the report said.

Copies of the survey report may be obtained for $5 each from the Pennsylvania Higher Education Assistance Agency, Towne House, 660 Boas Street, Harrisburg, Pa. 17102. Requests should be marked "Attention: Research and Statistics."

4 Years' Change in Student Aid

(In millions of current dollars)

	1980-81	1981-82	Estimated 1982-83	Estimated 1983-84	Estimated 1984-85	Percentage change 1980-81 to 1984-85
Federally supported programs:						
Generally available aid:						
Pell Grants	$ 2,387	$ 2,299	$ 2,420	$ 2,785	$ 2,773	+16.2%
Supplemental Grants	366	362	343	353	374	+ 2.2%
College Work-Study	658	624	630	700	664	+ 0.9%
State Student Incentive Grants	76	77	73	60	76	0.0%
National Direct Student Loans	695	580	595	595	585	-15.8%
Guaranteed Student Loans and Parent Loans for Undergraduate Students	6,204	7,307	6,609	7,798	8,466	+36.5%
Specially directed aid:						
Social Security	1,883	1,996	733	220	35	-98.1%
Veterans	1,714	1,351	1,356	1,056	836	-51.2%
Other grants	119	102	82	60	60	-49.6%
Other loans	61	88	157	198	279	+357.4%
Total federal aid	$14,164	$14,785	$12,999	$13,825	$14,148	- 0.1%
State grant programs	801	921	1,006	1,126	1,257	+56.9%
Institutionally awarded aid	2,138	2,323	2,425	2,512	2,634	+23.2%
Total federal, state, and institutional aid	$17,104	$18,028	$16,430	$17,464	$18,040	+ 5.5%

(In millions of constant 1982 dollars)

	1980-81	1981-82	Estimated 1982-83	Estimated 1983-84	Estimated 1984-85	Percentage change 1980-81 to 1984-85
Federally supported programs:						
Generally available aid:						
Pell Grants	$ 2,660	$ 2,358	$ 2,379	$ 2,643	$ 2,509	- 5.7%
Supplemental Grants	408	371	337	335	338	-17.2%
College Work-Study	734	640	619	664	601	-18.1%
State Student Incentive Grants	85	79	72	57	69	-18.8%
National Direct Student Loans	774	595	585	565	529	-31.7%
Guaranteed Student Loans and Parent Loans for Undergraduate Students	6,914	7,494	6,497	7,401	7,660	+10.8%
Specially directed aid:						
Social Security	2,099	2,047	721	209	32	-98.5%
Veterans	1,911	1,385	1,333	1,003	757	-60.4%
Other grants	132	105	81	57	54	-59.1%
Other loans	68	90	155	188	253	+272.1%
Total federal aid	$15,785	$15,162	$12,778	$13,122	$12,802	-18.9%
State grant programs	893	944	989	1,069	1,137	+27.3%
Institutionally awarded aid	2,383	2,382	2,384	2,384	2,384	0.0%
Total federal, state, and institutional aid	$19,062	$18,489	$16,151	$16,575	$16,323	-14.4%

Note: Current dollars are converted to constant 1982 dollars on the basis of the Consumer Price Index for 1982. Details may not add to totals because of rounding.

SOURCE: COLLEGE BOARD

January Internships Offer Variety

Continued from Preceding Page

Ms. Popenoe, who says she must work in more lucrative jobs during the summer months to get herself through college.

"There isn't any kind of paid summer job like this I could get. The most I could be doing is washing test tubes, and that's not going to give me this kind of impression of whether I want to go into the field," she says.

Head Start on Careers

In addition to offering an experience that is logistically convenient, January internships give students—especially seniors—an advantage in their pursuit of careers. For many career-minded students, an internship's greatest value is its appearance on one's résumé.

Internships also let students meet people involved with fields in which they may have some interest. Ms. Cummings, of Wheaton, whose internship at NBC has consisted mostly of clerical work, says the experience has been invaluable because of the contacts she is making at the company.

"In a big place like this, they only hire you if you know someone, or if you've had an internship," she says. "I don't know anyone. So if I ever want to work here, it'll help."

For other students, internships are simply a way to explore a more academic interest or to settle a decision about a possible major.

Shawn B. King, a freshman at Oberlin, says he has collected rocks and fossils since he was seven or eight years old. After taking his first college geology course last semester, he is trying to choose between majoring in biology and geology.

This month, he has helped to inventory some of the 80 million fossil specimens in the collection of the National Museum of Natural History at the Smithsonian Institution.

In a dark, back storeroom at the museum, he has handled about 250 pieces of petrified wood a day, cleaning each piece and checking the specimen's label against an inventory list. Mr. King's project will help the museum to move the collection to a new storage facility in Virginia.

"It's not particularly exciting. I'm not learning anything particularly scientific. But it is exciting to work with a collection of this size," he says.

Considering the brevity of their stints, students in many jobs are charged with surprisingly large responsibilities.

Ahrin A. Mishan, a Bennington junior, has been reading screenplays submitted to Orion Pictures and recommending to company executives whether to accept or reject them.

"I was sitting here the other day thinking, 'What am I doing reading this guy's script? I'm just a college student. This guy's been writing these things for years,' " he recalls.

Rebecca Morton, working as a teacher's aide at San Francisco's Presidio Hill School, says her biggest surprise has been "how much responsibility the employers are willing to give these kids they've never met before, who just call them on the phone and ask for jobs."

'They Force Me to Think'

The Bennington sophomore's surprise nearly turned into fear, she said, when the teacher for whom she is working was sick and Ms. Morton was left to teach a class of 8- and 9-year-olds for a day. "Mostly, I played disciplinarian," she says.

Often the internship experience is as beneficial to the employer as to the student. While much of the work of interns may be dull and clerical, it is sometimes necessary work for the employer.

And, say some, undergraduates often bring more than extra hands. Eric B. Brettschneider, executive assistant to the borough president of Queens, New York, says he has given internships to Colgate students almost every year since he graduated from the university in 1968.

"They force me to think about what I'm doing on a day-to-day basis," he says. "They bring a fresh perspective that demands that you look at what you're doing."

FACT-FILE

Estimated State Student Aid, 1984-85

Undergraduate

	Need-based assistance			Non-need-based assistance		
	Dollars paid out	Number of awards	Average award amount	Dollars paid out	Number of awards	Average award amount
Alabama	$2,192,000	2,328	$942	$3,866,000	7,925	$488
Alaska	241,000	161	1,497	—	—	—
Arizona	2,576,000	3,584	719	—	—	—
Arkansas	4,221,000	11,667	362	200,000	100	2,000
California	101,019,000	64,535	1,565	—	—	—
Colorado	8,740,000	14,462	604	6,835,000	11,779	580
Connecticut	9,876,000	11,780	838	—	—	—
Delaware	633,000	1,020	621	206,000	204	1,010
D.C.	959,000	694	1,382	—	—	—
Florida	14,026,000	21,036	667	14,051,000	15,366*	914*
Georgia	4,216,000	14,147	298	10,724,000	16,616*	645*
Hawaii	493,000*	1,400*	352*	—	—	—
Idaho	478,000	786	608	127,000	84	1,512
Illinois	111,100,000	105,350	1,055	1,065,000	1,572*	677*
Indiana	32,697,000	37,762	866	437,000	871*	502*
Iowa	22,423,000	14,545	1,542	1,524,000	5,774	264
Kansas	4,841,000	6,050	800	—	—	—
Kentucky	8,648,000	14,540	595	—	—	—
Louisiana	2,163,000	3,550	609	1,247,000	8,085	154
Maine	547,000	2,253	243	—	—	—
Maryland	7,361,000	14,066	523	1,425,000	1,722	828
Massachusetts	38,663,000	44,062	877	845,000	826	1,023
Michigan	34,477,000	32,407	1,064	15,615,000	47,100	332
Minnesota	50,700,000	62,000	818	—	—	—
Mississippi	1,286,000	1,189*	1,082*	1,067,000	193*	3,560*
Missouri	9,145,000	9,000	1,016	—	—	—
Montana	400,000	1,200	333	—	—	—
Nebraska	1,089,000	1,850	589	—	—	—
Nevada**	414,000	828*	500*	—	—	—
New Hampshire	593,000	1,443	411	3,000	10	300
New Jersey	56,752,000	65,480	867	55,000	34	1,618
New Mexico	1,025,000	1,700	456*	—	—	—
New York	385,360,000	336,000	1,114*	22,201,000	67,000	266*
North Carolina	4,668,000	7,120	656	18,122,000	24,200	749
North Dakota	713,000	1,610	443	—	—	—
Ohio	45,205,000	71,650	630	10,094,000	11,928	846
Oklahoma	6,655,000	13,500	493	—	—	—
Oregon	9,293,000	15,816	588	—	—	—
Pennsylvania	91,148,000	120,730	755	566,000	292	1,938
Rhode Island	7,737,000	11,700	661	—	—	—
South Carolina	13,728,000	7,000	1,961	—	—	—
South Dakota	531,000*	1,273*	417*	—	—	—
Tennessee	8,833,000	17,808	496	110,000	138	797
Texas	24,787,000	21,989	1,127	—	—	—
Utah	1,804,000	1,739	1,037	545,000	365	1,493
Vermont	7,558,000	9,583	789	—	—	—
Virginia	4,420,000	6,500	680	11,721,000	11,918	983
Washington	7,095,000	11,904	596	28,000	20*	1,400*
West Virginia	4,877,000	6,400	762	—	—	—
Wisconsin	25,239,000	36,807	686	—	—	—
Wyoming	204,000*	279*	731*	—	—	—
Puerto Rico**	11,505,000	49,200	234	—	—	—
Total	**$1,195,354,000**	**1,315,483**	**$909**	**$122,679,000**	**234,122**	**$ 524**

Graduate and Professional

	Need-based assistance			Non-need-based assistance		
	Dollars paid out	Number of awards	Average award amount	Dollars paid out	Number of awards	Average award amount
Alabama	$ 68,000	72	$ 944	$ 240,000	75	$ 3,200
Alaska	—	—	—	1,834,000	n/a	n/a
Arizona	10,000	16	625	—	—	—
California	3,448,000	1,103	3,126	—	—	—
Colorado	754,000	625	1,206	985,000	700	1,407
Connecticut	—	—	—	100,000	10	10,000
Delaware	112,000	180	622	16,000	4	4,000
D.C.	147,000	106	1,387	—	—	—
Florida	7,000	9	778	54,000	367	147
Georgia	—	—	—	500,000	n/a	n/a
Idaho	31,000	39	795	—	—	—
Indiana	—	—	—	200,000	n/a	n/a
Louisiana	—	—	—	95,000	77	1,234
Maryland	399,000	619	645	39,000	22	1,773
Massachusetts	2,250,000	1,640	1,372	—	—	—
Michigan	1,346,000	930	1,447	—	—	—
Mississippi	—	—	—	262,000	138*	1,594
New Hampshire	3,000	7	429	439,000	n/a	n/a
New Jersey	650,000	222	2,928	400,000	100*	4,000*
New York	7,640,000	14,000	546	2,312,000	n/a	n/a
North Carolina	919,000	376	2,444	—	—	—
Ohio	—	—	—	200,000	50	4,000
Oklahoma	1,083,000	1,500	722	—	—	—
Oregon	73,000	36	2,028	—	—	—
Tennessee	—	—	—	90,000	112	804
Texas	2,114,000	1,561	1,354	—	—	—
Utah	2,000	1	2,000	1,094,000	106	10,320
Vermont	112,000	82	1,366	—	—	—
Virginia	—	—	—	1,006,000	1,032	975
Wyoming	36,000*	21*	1,714*	—	—	—
Puerto Rico**	590,000	2,800	211	—	—	—
Total	**$21,794,000**	**25,945**	**$840**	**$9,866,000**	**2,793**	**$3,532**

n/a not available.
* Indicates 1983-84 data.
** Data could not be broken down into graduate versus undergraduate categories, and are included in undergraduate totals.
Note: This table shows most of the money that states spend on student aid. However, some states may spend more through programs that are not specifically identified as student-aid programs. Totals include 1983-84 appropriations where 1984-85 figures are not available.

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

Panel Says Over-Regulation Leaves SUNY 'Tied in Knots'

By JEAN EVANGELAUF

NEW YORK

The State University of New York is inferior to the nation's leading state universities because it is the most over-regulated such institution in the country, according to a blue-ribbon commission on the future of the 64-campus system.

Harold L. Enarson, co-chairman of the commission and a former president of the Ohio State University, said, "SUNY is tied in knots. It has the illusion of accountability, but not the reality of accountability."

The commission called on the state legislature to give SUNY's board of trustees greater financial and managerial flexibility. Treating SUNY like a typical state agency has led to procedures that are at odds with collegial traditions, the commission said.

"New York State runs its university like it runs its prisons," said one commission member.

State budget and review agencies have to approve even the most routine personnel shifts and purchase orders, the panel said. Campus presidents lack the authority to transfer a secretary from one department to another, or to order new equipment.

"The state government does not seem to trust SUNY's board of trustees, chancellor, or campus presidents with even the most elementary administrative decisions concerning the institution they have been asked to manage," the report said.

"We have no doubt that the manpower cost of meeting state procedures atypical in university management runs into the tens of millions of dollars annually," the report continued. Such bureaucratic constraints are making it difficult to recruit top faculty members and administrators, added Donald M. Blinken, chairman of the SUNY board.

As a consequence, the university is lagging in graduate education and not contributing enough to the economic development of the state.

The commission recommended that SUNY be restructured as a "public benefit corporation," an organization that has greater managerial flexibility than the typical state agency. It called on the legislature to give appropriations to the trustees in a lump sum, with the trustees then allocating lump sums to the campuses. Should revenues fall short of expectations, the campus presidents and trustees should have the discretion to make cuts, the report said.

The report said the board of trustees should have the final authority to develop and administer budgets, define the mission of each institution and allocate resources among them to avoid duplication, and establish the salaries of top administrators.

Reaction Favorable

Mr. Blinken said the trustees' initial reaction to the report was favorable, adding, "We'd like to have the real responsibility for running the system."

Clifton R. Wharton, Jr., the chancellor of SUNY, called the plan a "creative, innovative possibility."

Kenneth LaValle, chairman of the state senate's higher-education committee, said that both of the legislature's higher-education committees would hold hearings this spring on giving SUNY greater flexibility.

Gov. Mario M. Cuomo said he approved of the idea of greater financial flexibility and that the commission's recommendations should be studied.

The 15-member commission of educators, businessmen, union leaders, and politicians began meeting last February.

The university system, which is the nation's largest, comprises 4 university centers, 2 health-science centers, 13 arts-and-sciences colleges, 4 specialized colleges, 6 agricultural and technical colleges, 5 statutory colleges, and 30 community colleges. The campuses provide instruction in more than 3,700 academic programs leading to 49 degrees. Enrollment last fall was about 382,000. For the 1984-85 academic year the budget for operations is nearly $1.1-billion.

'High-Stakes Poker Game'

Due to overregulation and the fact that the system, established in 1948, was originally intended to supplement the state's strong independent colleges and universities, the university has not developed top-flight graduate and professional programs, the report said.

"SUNY is engaged in a high-stakes poker game for top academic talent," Mr. Enarson said, and it is not improving enough to rival the state universities in California, Minnesota, and Texas.

To bolster academic programs, the commission called for greater differentials in faculty and administrative salaries among SUNY's units and different levels of aid for libraries and research facilities, instead of across-the-board increases.

The university centers at Buffalo and Stony Brook "should be developed much more energetically as resources for the system as a whole," while the centers at Albany and Binghamton should specialize in selected areas, the report said.

Although admitting that the many small SUNY campuses were expensive to operate, the commission decided not to recommend closing any of them because it would be politically divisive and reduce student access. The report did call for additional study of retrenchment proposals.

New York loses more students to out-of-state institutions than it attracts, but an improved SUNY could reverse that trend, according to the commission. If that were accomplished, "the number of additional students could offset even extremely pessimistic forecasts of future decline at the state-operated campuses," the report said.

Among other recommendations:

► More money should be spent to repair facilities and recruit outstanding students and faculty members.

► The legislature, in making its appropriations, should seek to meet or exceed the national average percentage of tax revenues spent by states for higher education.

► The university should develop programs to increase the retention of undergraduates who are minority-group members.

► Campuses should be able to generate and keep additional revenues "so that reductions in support are not the inevitable consequence of successful innovation."

► There should be greater cooperation in research among SUNY campuses and with other universities and private industry.

FACT-FILE

Fall 1983 Enrollment

By type and control of institutions

	All students			Full-time students			Part-time students		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Public institutions									
Doctoral	2,410,724	1,264,094	1,146,630	1,822,398	985,965	836,433	588,326	278,129	310,197
Comprehensive	2,208,259	1,036,273	1,171,986	1,450,817	709,976	740,841	757,442	326,297	431,145
General baccalaureate	397,002	188,297	208,705	242,802	120,511	122,291	154,200	67,786	86,414
2-year	4,456,073	1,983,366	2,472,707	1,614,670	802,650	812,020	2,841,403	1,180,716	1,660,687
All*	9,682,734	4,610,038	5,072,696	5,299,115	2,737,067	2,562,048	4,383,619	1,872,971	2,510,648
Private institutions									
Doctoral	632,888	351,807	281,081	461,036	266,337	194,699	171,852	85,470	86,382
Comprehensive	669,089	337,275	331,814	422,749	215,520	207,229	246,340	121,755	124,585
General baccalaureate	752,859	331,236	421,623	574,378	262,129	312,249	178,481	69,107	109,374
2-year	269,306	121,291	148,015	214,558	99,927	114,631	54,748	21,364	33,384
All*	2,781,927	1,413,687	1,368,240	1,961,935	1,022,720	939,215	819,992	390,967	429,025
All institutions									
Doctoral	3,043,612	1,615,901	1,427,711	2,283,434	1,252,302	1,031,132	760,178	363,599	396,579
Comprehensive	2,877,348	1,373,548	1,503,800	1,873,566	925,496	948,070	1,003,782	448,052	555,730
General baccalaureate	1,149,861	519,533	630,328	817,180	382,640	434,540	332,681	136,893	195,788
2-year	4,725,379	2,104,657	2,620,722	1,829,228	902,577	926,651	2,896,151	1,202,080	1,694,071
All*	**12,464,661**	**6,023,725**	**6,440,936**	**7,261,050**	**3,759,787**	**3,501,263**	**5,203,611**	**2,263,938**	**2,939,673**

By student level

	All students			Full-time students			Part-time students		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
Undergraduate									
Doctoral	2,096,918	1,104,076	902,842	1,804,872	963,028	841,844	292,046	141,048	150,998
Comprehensive	2,201,406	1,063,556	1,137,850	1,711,407	839,364	872,043	489,999	224,192	265,807
General baccalaureate	988,055	448,822	539,233	789,379	367,369	422,010	198,676	81,453	117,223
2-year	4,008,032	1,805,552	2,202,480	1,742,984	859,218	883,766	2,265,048	946,334	1,318,714
All*	9,707,171	4,678,321	5,028,850	6,363,707	3,226,937	3,136,770	3,343,464	1,451,384	1,892,080
First-time freshmen									
Doctoral	388,681	197,188	191,493	367,466	187,409	180,057	21,215	9,779	11,436
Comprehensive	415,291	196,167	219,124	367,191	174,433	192,758	48,100	21,734	26,366
General baccalaureate	234,082	106,476	127,606	207,983	95,727	112,256	26,099	10,749	15,350
2-year	1,308,268	597,432	710,836	664,245	324,577	339,668	644,023	272,855	371,168
All public*	1,918,113	900,656	1,017,457	1,220,843	603,354	617,489	697,270	297,302	399,968
All private*	525,590	258,393	267,197	457,228	221,255	235,973	68,362	37,138	31,224
All*	2,443,703	1,159,049	1,284,654	1,678,071	824,609	853,462	765,632	334,440	431,192
Graduate									
Doctoral	591,449	325,376	266,073	317,660	188,040	129,620	273,789	137,336	136,453
Comprehensive	381,388	177,700	203,688	86,716	44,181	42,535	294,672	133,519	161,153
General baccalaureate	30,982	13,931	17,051	5,909	3,184	2,725	25,073	10,747	14,326
2-year	2,113	1,439	674	413	193	220	1,700	1,246	454
All*	1,104,808	577,448	527,360	456,625	264,576	192,049	648,183	312,872	335,311
First professional									
Doctoral	131,696	85,408	46,288	123,848	80,585	43,263	7,848	4,823	3,025
Comprehensive	40,325	25,770	14,555	33,553	21,438	12,115	6,772	4,332	2,440
General baccalaureate	7,594	5,455	2,139	6,125	4,334	1,791	1,469	1,121	348
Specialized	96,099	69,504	26,595	83,755	61,057	22,698	12,344	8,447	3,897
All*	278,529	188,096	90,433	249,636	169,071	80,565	28,893	19,025	9,868
Unclassified									
All	1,374,153	579,860	794,293	191,082	99,203	91,879	1,183,071	480,657	702,414

By state

	Public institutions	Private institutions	Total
Alabama	149,986	21,395	171,381
Alaska	25,084	961	26,045
Arizona	201,281	12,156	213,437
Arkansas	65,483	11,219	76,702
California	1,529,005	201,842	1,730,847
Colorado	152,419	20,231	172,650
Connecticut	102,720	61,624	164,344
Delaware	27,896	4,047	31,945
District of Columbia	14,270	66,097	80,367
Florida	357,286	86,150	443,436
Georgia	154,142	47,311	201,453
Hawaii	46,241	5,824	52,065
Idaho	34,418	8,493	42,911
Illinois	516,720	156,364	673,084
Indiana	196,917	59,553	256,470
Iowa	109,652	43,316	152,968
Kansas	127,166	14,543	141,709
Kentucky	116,323	30,180	146,503
Louisiana	155,470	24,177	179,647
Maine	33,829	19,518	53,347
Maryland	206,704	32,528	239,232
Massachusetts	185,979	237,369	423,348
Michigan	444,229	71,531	515,760
Minnesota	168,259	45,960	214,219
Mississippi	97,864	11,864	109,728
Missouri	177,061	71,268	248,329
Montana	33,744	4,133	37,877
Nebraska	77,609	17,553	95,162
Nevada	43,379	389	43,768
New Hampshire	26,456	26,687	53,143
New Jersey	250,861	63,607	314,468
New Mexico	63,355	2,739	66,094
New York	579,465	443,056	1,022,521
North Carolina	242,034	59,641	301,675
North Dakota	34,770	2,821	37,591
Ohio	395,209	140,383	535,592
Oklahoma	151,288	22,883	174,171
Oregon	122,603	18,569	141,172
Pennsylvania	307,387	237,725	545,112
Rhode Island	35,581	35,230	70,811
South Carolina	106,779	27,753	134,532
South Dakota	26,158	8,721	34,879
Tennessee	159,061	48,716	207,777
Texas	702,847	92,894	795,741
Utah	68,255	35,069	103,324
Vermont	18,656	12,650	31,306
Virginia	251,099	37,489	288,588
Washington	199,391	30,248	229,639
West Virginia	71,715	11,487	83,202
Wisconsin	241,788	35,963	277,751
Wyoming	23,844	0	23,844
U.S. Service Schools	52,994	0	52,994
Total	**9,682,734**	**2,781,927**	**12,464,661**
American Samoa	845	0	845
Guam	3,436	0	3,436
North Marianas	173	0	173
Puerto Rico	59,557	101,658	161,215
Trust Territories, Pacific Islands	736	0	736
Virgin Islands	2,864	0	2,864

Includes students enrolled in specialized institutions and new institutions not yet classified

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

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News Summary

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The stereotype of Dwight D. Eisenhower as a kindly but bumbling President is changing as a result of recent scholarship. Story on Page 5.

Buoyed by recent successes, conservative students already are planning strategy for the 1988 Presidential campaign. Story on Page 17.

Corporate education has become a key element in the American education system, a new report says. Story on Page 22.

Two measures to counteract the Supreme Court's Grove City College ruling were introduced in Congress last week. Story on Page 23.

Striking members of Yale University's clerical and technical workers' union approved a new contract last week. Story on Page 27.

FRIEDA SQUIRES

Chess may never compete with football as a big-time sport, but it is prospering at Rhode Island College. Story on Page 29.

Sharp declines have been reported in the number of foreign students in Canada. Story on Page 33.

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Foundations Seek Better Relations on Capitol Hill

They're not allowed to lobby, but can 'educate' lawmakers

By **PAUL DESRUISSEAUX**

WASHINGTON

The nation's foundations are devoting more and more attention to representing—and protecting—their interests in Washington.

Recognizing that what happens on Capitol Hill can affect philanthropy just as much as what happens on Wall Street, many foundation officials have developed as keen an interest in the tax-writing committees of Congress as they have in the stock market.

They say that in 1984, 15 years after philanthropy was severely damaged by Congressional hearings and the tax law that resulted from them, foundations won more battles than they lost.

Foundation representatives may be in even greater evidence here this year, as Congress considers numerous tax-reform proposals, some of which would wipe out recent legislative gains made by foundations as well as limit deductions for charitable giving.

Carnegie Corporation is launching a program to examine links between education and economic needs. Story on Page 21.

"That's the kind of issue that I don't for a moment hesitate to write to the President about," says Margaret E. Mahoney, president of the Commonwealth Fund. "That particular threat right now has implications

Continued on Page 20, Column 1

Reagan Administration Attempt to Limit NIH Grants Assailed as a 'Dangerous Precedent'

Some see it as an effort to thwart the will of Congress; cutback won't spread to other agencies, White House says

By **KIM McDONALD**

WASHINGTON

An attempt by White House officials to limit sharply the number of research awards made by the National Institutes of Health this year could, if successful, establish a "dangerous precedent" that would allow the Reagan Administration to reduce the number of research grants awarded by other federal agencies, higher-education representatives warned last week.

An Administration budget spokesman said, however, that there were no plans to extend the limit beyond the health institutes.

N.I.H. officials confirmed that they had received a memorandum from the Office of Management and Budget directing them to award no more than 5,000 new and competing research grants in fiscal 1985. That is 1,500 less than the agency had planned to support.

President Reagan, in his budget request last year, asked Congress to limit the number of three-year research grants awarded by the agency to 5,000 this year, down from the 5,495 that were awarded in fiscal 1984.

Congress refused, providing the N.I.H. with enough money to support 6,500 awards.

The O.M.B. directive, which instructs the N.I.H. to award 5,000 grants and to use the remaining money to extend support for about 700 of the grants for one or two additional years, is thus regarded by many higher-education representatives and Congressional aides as an attempt to thwart the intent of Congress.

'Restrictive Legislation' Seen

"We think it's a terrible way for them to restrict these funds," said Nan S. Wells, director of governmental affairs for Princeton University. Faculty members there had submitted 65 research proposals to the agency for fiscal 1985.

Ms. Wells said that if the O.M.B. were allowed to proceed with its directive, not only would health research be hampered, but a dangerous precedent would be set that could lead to the same treatment for research programs in other federal agencies.

Such a threat, she added, would force many Congressional committees to write "very restrictive legislation" spelling out how each agency should spend its money, rather than allowing program officers and advisory panels of researchers to decide

Continued on Page 26, Column 3

Science Agency Aims Its Education Aid at Younger Students

WASHINGTON

Officials of the National Science Foundation have begun a "new thrust" this year to strengthen the interest and skills of elementary- and junior-high-school students in mathematics and science.

The effort, the officials say, represents a "major refocusing" of the foundation's precollege science-education program, which had previously concentrated on helping students and teachers in high schools.

While the precollege program will continue to support activities in high schools, it will now spend up to half of its funds on projects that specifically benefit students from kindergarten through the eighth grade.

The new science-education plans were

Continued on Page 24, Column 2

Many Ethiopian Jews Airlifted to Israel Are Enrolling in College Programs

By **HERBERT M. WATZMAN**

JERUSALEM

Many of the Ethiopian Jews who have arrived in Israel in recent months are well-educated young people eager to continue their studies, according to higher-education officials here.

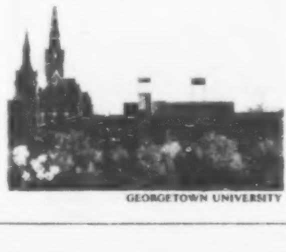
The potential students are among some 7,000 Ethiopian Jews who have come to Israel as part of an Israeli-sponsored airlift from refugee camps in Sudan to which they had fled to escape their famine-stricken villages.

A spokesman for the Student Administration, the Israeli agency that oversees higher-education aid to immigrants, said 50 Ethiopians have enrolled in college-preparatory programs and 20 others are already enrolled in undergraduate or graduate programs at universities in Jerusalem, Tel Aviv, and Beersheba.

"These are students who came here with 12 years of elementary and secondary education, and some who have already studied at Addis Ababa University," said Steven Kaplan of the Hebrew University of Jerusalem.

Like immigrants from other countries, the Ethiopians generally enroll in a one-year preparatory program, during which they study Hebrew and preparatory courses in their academic field. "The

Continued on Page 34, Column 1



GEORGETOWN UNIVERSITY

Homosexual Students Battle Georgetown U.

Homosexual students at Georgetown University are seeking official recognition, against adamant opposition. Their lawsuit may reach the Supreme Court. Story on Page 13.

Scores on Graduate Admission Tests Fell from 1964 to 1982, NIE Study Finds

By JEAN EVANGELAUF

College students' scores on most of the standardized tests used for admission to graduate and professional schools dropped from 1964 to 1982, according to a report released last week by the National Institute of Education.

The reason seems to be that students who major in the professional and occupational disciplines, which have grown rapidly since the 1970's, have lower scores than do arts-and-sciences majors, according to the report of the study.

The report was prepared by Clifford Adelman, a senior associate at the institute, for the agency's Study Group on the Conditions of Excellence in American Higher Education, which published the recent report *Involvement in Learning*. That report cited declining test scores as evidence of problems in undergraduate education but did not go into detail about them (*The Chronicle*, October 24).

Mr. Adelman, who based most of his analysis on test-score data published by the testing services, criticized those organizations for not providing policymakers with consistent and comparable test scores and data about those who take the tests.

Test scores are "a recognized common currency" that is used by policymakers "in symbolic ways to guide analyses of existing conditions in education and proposed changes in educational policy," Mr. Adelman said.

About 550,000 U.S. citizens took the standardized tests in 1981-82, Mr. Adelman said. "This is the only substantial annual sample we possess from which to make some inferences concerning the quality of undergraduate learning in the United States in recent years.

"Whether these particular tests are the best of all possible measures or whether the quality of test performance predicts performance in graduate school, professional school, or subsequent career is beside the point in the symbolic environment of public interpretation," Mr. Adelman said.

The Educational Testing Service issued a statement on the study that said, in part, "If the students taking these tests were a good cross-section of the full graduating class each year, their scores would be useful as partial indicators of student learning, especially when combined with other relevant information. But these test-score data are not this useful. The students who take these tests are an unrepresentative and changing sample of people."

Changes in 18 Years

The report represents the conclusions of Mr. Adelman, and not of the National Institute of Education or any other agencies or commissions.

His analysis shows the following changes in scores (between 1964 and 1982 unless otherwise noted):

- ► Moderate increases on the mathematics subject-area test of the Graduate Record Examinations and for the Law School Admissions Test, from 1975 to '82.
- ► Small increases on the G.R.E. physics test and the biology portion of the Medical College Admissions Test. (All M.C.A.T. changes are from 1977 to '82.)
- ► No change on the chemistry portion of the M.C.A.T., the quantitative portion of the G.R.E., the G.R.E. biology and economics tests, and the L.S.A.T., from 1968 to '74. (Information on the L.S.A.T. is separated into two time periods because of differences in reporting.)
- ► Small declines on the reading portion of the M.C.A.T., the Graduate Management Admissions Test, and the G.R.E. chemistry test.
- ► Moderate declines on the quantitative portion of the M.C.A.T. and on the G.R.E. education, engineering, geology, music, and psychology tests.
- ► Large declines on the verbal portion of the G.R.E. and on the G.R.E. French, history, and English-literature tests.
- ► Extreme declines on the sociology and political science G.R.E. subject-area tests.

To determine those changes, Mr. Adelman compared the 1981-82 test-score standard deviation, which is the range of scores on either side of the mean that includes about two-thirds of the test scores, with the average standard deviation of the test over an 18-year period. He used that method to account for the fact that he is comparing different groups of students. Comparing only 1964 and 1982 scores "does not change the results that much," he said. Factors such as the number of test-takers, or their age, race, sex, citizenship, and native language, do not account for the test-score changes, he said.

Instead, the students' undergraduate major offers "the most convincing explanation," Mr. Adelman said.

With the exception of engineering, students who major in professional fields—business administration, education, social work, and journalism—"consistently underperform" those in arts and sciences, he said.

Philosophy Majors' Skills

The arts and sciences, particularly mathematics, economics, philosophy, and chemistry, are "characterized by formal thought, structural relationships, abstract models, symbolic languages, and deductive reasoning," Mr. Adelman said. Students with those skills do better on standardized tests, he said.

For example, according to Mr. Adelman's figures, in 1981-82 the mean score of philosophy majors on the verbal portion of the G.R.E. was 17.6 per cent higher than the overall mean of those who reported majors, and business-administration majors scored 9.1 per cent below the mean. On the quantitative portion of the G.R.E., scores of philosophy majors were 4.6 per cent above the mean, while business students scored 2.3 per cent below.

Noting that his conclusions had been drawn, for the most part, from published data, Mr. Adelman called on researchers at the testing services to study the issues and verify his conclusions using the more ample primary data to which they have access.

He also urged test administrators to require all test-takers to provide background information, and to ask the same questions about factors such as native language, work experience, and undergraduate major.

Collecting and reporting consistent information would "mitigate the effects of the misuse of tests," Mr. Adelman said.

Policymakers do consider test scores in developing academic policies, "but the nature of their perceptions and judgments will result in *gross* misuse of the scores if the data are inconsistent and incomplete," Mr. Adelman said.

The Standardized Test Scores of College Graduates, 1964-82 is available through ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210. Call them at 800-227-3742 for ordering information.

How Students Performed on Graduate Admissions Tests

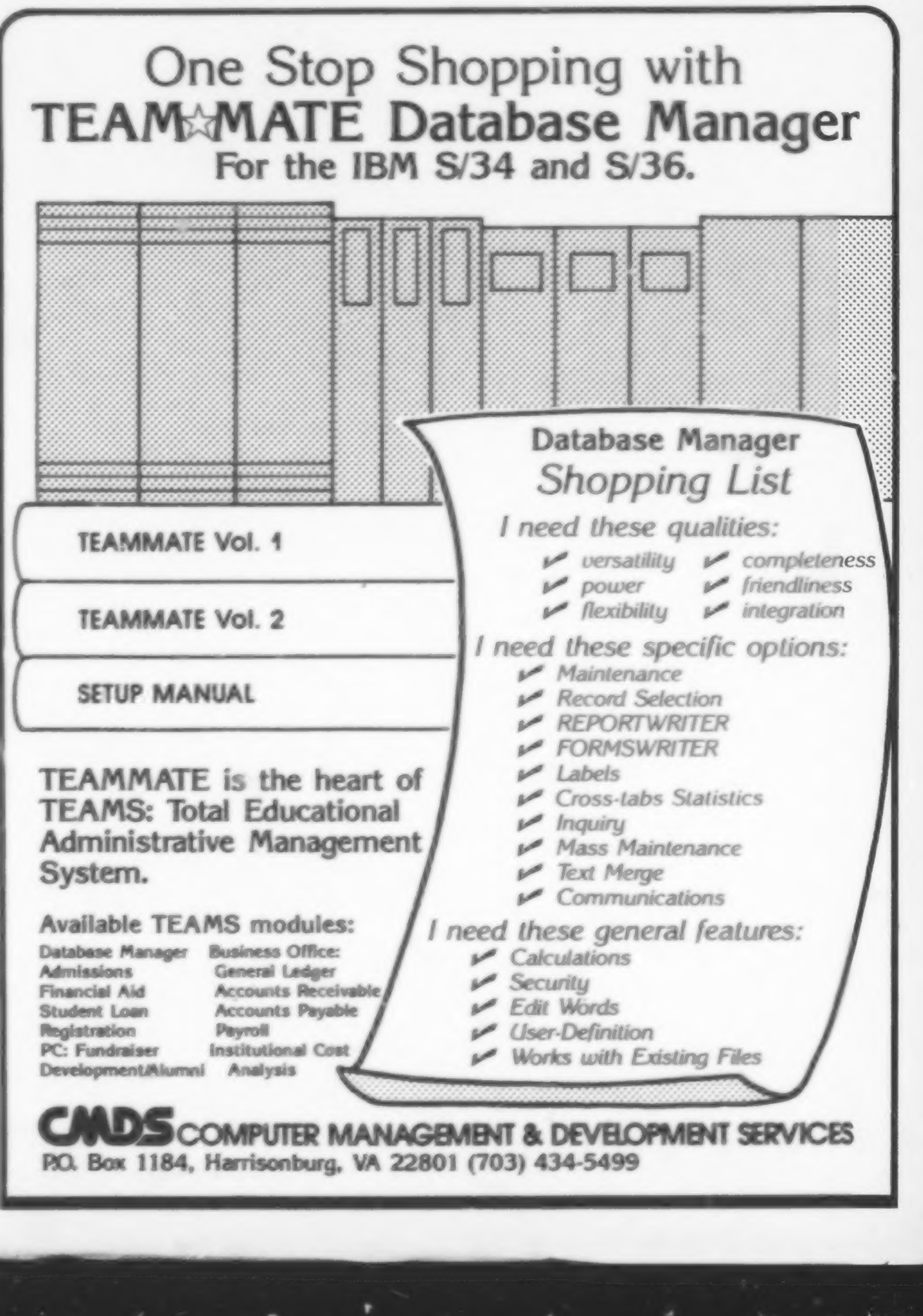
Percentage above or below the 1981-82 national average

Undergraduate Major	LSAT	GMAT	GRE Verbal	GRE Quantitative
Humanities				
Arts and Music	− 0.5%	− 1.2%	+ 1.7%	− 8.4%
English	+ 5.6%	+ 4.1%	+14.5%	− 5.7%
Foreign languages	+ 5.7%	+ 3.3%	+ 7.9%	− 4.2%
History	+ 2.9%	+ 4.6%	+10.8%	− 5.5%
Philosophy	+ 8.7%	+11.0%	+17.6%	+ 4.6%
Other humanities	+ 4.7%	+ 1.8%	+ 7.3%	− 5.0%
Social Sciences				
Anthropology	+ 4.0%	—	+16.4%	− 1.7%
Economics	+ 9.6%	+ 7.3%	+ 0.8%	+12.4%
Government	+ 3.3%	+ 4.6%	—	—
Political science	− 1.6%	+ 0.6%	+ 3.5%	− 5.0%
Psychology	+ 0.9%	+ 0.8%	+ 3.1%	− 4.0%
Sociology	− 7.0%	− 5.0%	− 5.0%	−15.0%
Other social science	− 0.9%	+ 0.3%	− 0.4%	− 7.2%
Sciences				
Biology and biological sciences	+ 4.0%	+ 3.3%	+ 5.4%	+ 8.0%
Chemistry	+ 7.6%	+ 7.5%	+ 2.1%	+18.3%
Mathematics	+12.8%	+13.3%	+ 2.7%	+26.3%
Physics	—	—	+ 6.6%	+29.5%
Other science	+ 2.8%	+ 0.8%	+ 3.5%	+14.5%
Business				
Accounting	+ 3.4%	− 1.5%	—	—
Business administration	− 4.5%	—	− 9.1%	− 2.3%
Finance	+ 3.4%	− 0.8%	—	—
Management and industrial management	− 5.4%	− 7.7%	—	—
Marketing	—	− 8.1%	—	—
Other business	− 0.9%	− 5.0%	—	—
Other				
Computer science	—	+ 5.4%	− 1.5%	+22.9%
Education	− 8.7%	− 4.2%	−10.4%	−15.8%
Engineering	+ 8.0%	+10.0%	− 7.3%	+25.1%
Journalism	+ 0.7%	—	+ 5.7%	− 8.6%
Social work	−10.1%	—	− 9.1%	−20.8%
Speech	− 2.7%	—	− 6.0%	−14.3%

— Indicates that figures are not available

Note: The national averages used for the comparisons are mean scores of all test-takers in 1981-82 who indicated a major. The tests are the Law School Admissions Test, the Graduate Management Admissions Test, and the Graduate Record Examination. Because the tests have different categories of undergraduate major, some categories are combined.

SOURCE: CLIFFORD ADELMAN, NATIONAL INSTITUTE OF EDUCATION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News Summary

Articles on inside pages

Albert Shanker has called for the development of a comprehensive national licensing examination for new teachers in elementary and secondary schools. Story on Page 19.

Hard-sell tactics to market beer on campuses have been toned down some in the past year—but not enough, many say. Story on Page 15.

The new chairman of the Senate Finance Committee has said he would oppose a Treasury Department proposal to limit tax incentives for donations to colleges. Story on Page 23.

Women in higher education say they still face subtle discrimination despite legislation and university policies. Story on Page 27.

This fall the National Invitation Tournament will organize a preseason version of the oldest college basketball championship in the country. Story on Page 31.

Thomas Kean, governor of New Jersey, has asked the legislature for fiscal autonomy for the state's colleges. A summary of governors' state-of-the-state messages is on Page 12.

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Brouhaha over Historian's Use of Sources Renews Scholars' Interest in Ethics Codes

Brouhaha

By KAREN J. WINKLER

A bitter, two-year-old dispute concerning the use of historical sources has sharply divided members of the history profession, leaving one side charged with "tendentious misconstrual of evidence" and the other accused of "extremism" and impropriety.

At the eye of the storm is a book, published in 1981 by Princeton University Press, called *The Collapse of the Weimar Republic: Political Economy and Crisis*, by David Abraham, an assistant professor of history at Princeton University. In it, Mr. Abraham argues that German big business played a significant role in the rise of Nazism. Mr. Abraham's critics argue that not only is he wrong about that, but he also deliberately tampered with the documentary evidence to make his case.

Although the historians directly involved in the dispute are relatively

Continued on Page 8, Column 1

- **How reliable are scholarly books?**
- **How should scholars conduct their disputes?**
- **What is the role of a professional association in setting ethical standards and enforcing them?**
- **What is the proper punishment for error or malfeasance?**

Ethics Codes

More and more scholarly associations are revising, writing, or considering codes of professional ethics for their members.

And some of the organizations are developing detailed procedures for enforcing their codes.

For example, a dispute among historians over David Abraham's alleged misuse of documents in his book *The Collapse of the Weimar Republic* (story at left) has prompted the American Historical Association to consider adopting a code of ethics for the first time in its hundred-year history.

"We are seeing a lot more interest in ethics within the associations," says

Continued on Page 9, Column 1

Many Universities Are Weighing Sale of Their Hospitals

By JEAN EVANGELAUF

A growing number of universities, scrambling to adjust to changes in the way health care is provided and paid for, are looking seriously at spinning off, selling, or leasing their teaching hospitals.

So far, only a handful of teaching hospitals have been sold, leased, or reorganized as separate nonprofit corporations, but such ideas are getting increased attention as institutions explore ways to survive and prosper in a health-care system that is becoming more complex and competitive.

An official at the University of Louisville, which leased its hospital to a profit-making chain in 1983, says he now spends a great deal of time fielding calls from other medical schools asking how the deal was made.

And an administrator who was involved in transferring the University of Maryland's hospital to a separate nonprofit cor-

Continued on Page 20, Column 1

Reagan Says He Has 'No Intention' of Abolishing Education Dept.

Gives assurance in letter to Senator Hatch; move is seen likely to speed approval of William Bennett to be new Secretary

By DONNA ENGELGAU

WASHINGTON

To help speed the confirmation of William J. Bennett as the next Secretary of Education, President Reagan last week assured Congress that he had "no intention of recommending abolition" of the Department of Education "at this time."

Mr. Reagan's statement came shortly after questions about the future of the department became the key issue in a Senate hearing on Mr. Bennett's nomination.

Mr. Bennett, who is chairman of the National Endowment for the Humanities, was pressed by Sen. Lowell P. Weicker, Republican of Connecticut, on whether he felt the Department of Education should be abolished. Mr. Bennett declined to answer the question, but said that he expected the department to continue and that Mr. Reagan had not asked him to dismantle it.

"I have no intention of spending a large part of my time in the next four years debating whether there should be a Department of Education," Mr. Bennett said. "I have other priorities."

Sen. Orrin G. Hatch, the Utah Republican who chairs the Committee on Labor and Human Resources, tried to defuse the issue by saying that any efforts to eliminate the department would not succeed because Congress "has better things to think about. There is no reason for us to work ourselves up over this issue."

Weicker Threat

But Senator Weicker demanded that Mr. Reagan state in writing whether he intended to recommend that the department be eliminated. Mr. Weicker indicated that he might try to delay the nomination unless he was assured that Mr. Reagan had no plans to abolish the department.

Following Mr. Reagan's statement last week, Senate aides said they expected that Mr. Bennett's nomination would be approved quickly by the full Senate.

Sen. Weicker said he was "satisfied that the Administration will not seek to shut down the Department of Education. Dr. Bennett can now concern himself with the management and improvement of the department, not its eradication."

When the Bennett nomination was announced a few weeks ago, aides to the President said Mr. Reagan was "still committed to the concept of abolishing the Department of Education" and had directed Mr. Bennett to conduct a thorough study of the department and the role of the feder-

Continued on Page 24, Column 1

U.S. and Russia Tentatively Agree to Resume Scientific Exchanges Suspended in 1980

By MALCOLM G. SCULLY

WASHINGTON

The U.S. National Academy of Sciences and the Soviet Academy of Sciences have tentatively agreed to resume scientific exchanges, which have been suspended since 1980.

Representatives of the two academies signed a "draft protocol" in Moscow last month following two days of meetings. Frank Press, president of the U.S. academy, led the five-member American delegation.

The protocol, which outlines a two-year agreement for scientific exchanges in 12 areas, is subject to change and must be ratified by the councils of both academies

Continued on Page 37, Column 1

Soviet Union and institute in Austria open research "hot line": Page 36

Rate of Default Declines on Loans to Students, Varies Widely Among States

WASHINGTON

Default rates under the Guaranteed Student Loan program vary dramatically from state to state—from a high of 12.8 per cent in the District of Columbia to zero in North Dakota in fiscal 1983. Rates rose in 31 states from 1981 to 1983, but dropped in 17 others, a survey has found.

The default rate is the amount of money owed on delinquent loans divided by the total amount of money loaned.

The overall national default rate decreased from 10.17 per cent in 1981 to 9.16 per cent in 1983, while the dollar volume of loans in default grew 77 per cent, from $867-million in 1981 to $1.53-billion in 1983, according to a report by Jerry S. Davis, director of research and policy analysis at the Pennsylvania Higher Education Assistance Agency.

"This increasing default volume was expected, as huge volumes of Guaranteed Student Loans made in fiscal 1979, 1980, and 1981 reached maturity," Mr. Davis said.

Alaska Posts Biggest Decrease

The biggest drop occurred in Alaska, where the default rate went down 5.03 percentage points from 1981 to 1983. States where default rates rose the most in the three-year period include Arizona, California, the District of Columbia, Hawaii, Nebraska, Texas, and West Virginia, with increases ranging from 4 to nearly 13 percentage points.

The survey, which was based on data gathered by the Education Department, is of particular interest because paying off defaults in the Guaranteed Student Loan program costs the government about $800-million a year.

Budget pressures are forcing increased scrutiny of the causes of, and possible solutions to, the problems of student-loan defaults.

But the survey indicates that the default problem is not as bad as many people believe it to be, said Mr. Davis.

"Discussions of default rates and soaring default volumes and their costs to the Guaranteed Student Loan Program all too often treat these problems as if they were monolithic among all states," he said.

"The default problem is not the same for all states. These differences suggest that remedies for the problem cannot be couched in terms of national or program-wide solutions, but must recognize the different situations among the states," he continued.

States with long-established student-loan-guarantee agencies generally have better default rates than states with newer agencies. Mr. Davis called agencies "established" if they guaranteed at least 40 per cent of their total loans before fiscal 1981; "new" states guaranteed over 40 per cent since that year.

Default rates dropped in 17 of the 23 states that have "established" guarantee agencies.

Increases in 31 States

State guarantee agencies insure lenders who make Guaranteed Student Loans against default, and the federal government in turn insures state agencies for the loans they back.

Default rates increased in 31 states, largely because they had new agencies with limited experience insuring student loans, Mr. Davis said.

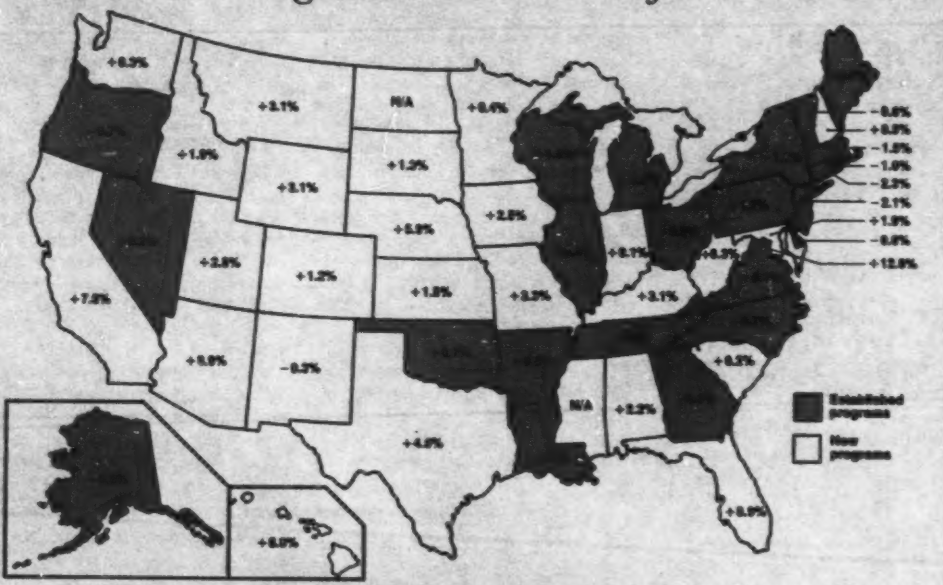
Mr. Davis said the decline in the overall national default rate was due primarily to lower rates in states that guarantee the largest volumes of loans, including Illinois, Massachusetts, New Jersey, New York, and Pennsylvania.

The number and dollar value of loans increased significantly from 1981 to 1983, with a total of $11.7-billion in such loans made during 1982 and 1983, the report says.

"Thus the recent huge increases in numbers of loan dollars guaranteed and reaching maturity has generated a not unexpected large increase in default loan dollar volumes," Mr. Davis said in his report.

—DONNA ENGELGAU

2-Year Change in Student-Loan Default Rates



Default rates by state for fiscal 1983

Alabama	2.2%	Kentucky	4.1%	North Dakota	0.0%
Alaska	1.4%	Louisiana	5.1%	Ohio	0.7%
Arizona	6.9%	Maine	2.9%	Oklahoma	0.5%
Arkansas	1.3%	Maryland	5.2%	Oregon	2.1%
California	9.2%	Massachusetts	2.4%	Pennsylvania	5.0%
Colorado	2.3%	Michigan	2.7%	Rhode Island	5.7%
Connecticut	4.5%	Minnesota	5.2%	South Carolina	0.9%
Delaware	2.0%	Mississippi	3.6%	South Dakota	2.6%
District of Columbia	12.8%	Missouri	6.4%	Tennessee	3.2%
Florida	2.0%	Montana	3.1%	Texas	4.5%
Georgia	4.4%	Nebraska	6.2%	Utah	2.8%
Hawaii	8.0%	Nevada	6.2%	Vermont	2.8%
Idaho	4.6%	New Hampshire	1.5%	Virginia	0.0%
Illinois	2.4%	New Jersey	4.7%	Washington	1.5%
Indiana	2.1%	New Mexico	0.3%	West Virginia	6.3%
Iowa	3.6%	New York	0.4%	Wisconsin	5.4%
Kansas	7.3%	North Carolina	3.5%	Wyoming	3.1%

Note: "Established" states guaranteed at least 40 per cent of their total student loans before fiscal 1981. "New" states guaranteed over 40 per cent of their student loans after that year.

The figures show the change in the default rate from fiscal 1981 to fiscal 1983.
n/a: Not available

SOURCE: JERRY S. DAVIS, PENNSYLVANIA HIGHER EDUCATION ASSISTANCE AGENCY

U.S. Science Board Shifts Structure and Operations

WASHINGTON

The National Science Board, the policy-setting arm of the National Science Foundation, has announced changes in its structure and operation intended to increase its guidance and supervision of the foundation's programs.

The changes include the creation of new committees of the board and a shift in the way the board approves the foundation's spending.

Roland W. Schmitt, the board's chairman, said he and Erich Bloch, the foundation's director, had planned the changes to allow the board to devote more time to overseeing and shaping N.S.F. programs.

Congress now requires the board to approve individual grants made by the foundation that exceed $500,000 for one year or $2-million over the period of the grant.

Board members have complained that complying with that requirement consumed too much of their time and focused most of their attention on only a portion of the foundation's programs—mainly in the physical sciences, such as astronomy and earth sciences, where the largest awards are made.

Mr. Schmitt, senior vice-president for corporate research and development at the General Electric Company in Schenectady, N.Y., said the science board would ask Congress this year to drop the review requirement for awards exceeding $500,000 that the director and board agree are "routine."

—K.McD.

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News Summary

Articles on inside pages

Enrollment in remedial courses increased between 1978 and 1984 at 63 per cent of the colleges that offer them. Story on Page 3.

Mark Twain's greatest novel, *Adventures of Huckleberry Finn*, is 100 years old and still causing trouble. Story on Page 5.

Most student representatives in the senate of the University of Minnesota would lose their positions under a proposal to be voted on this week. Story on Page 10.

The nomination of William J. Bennett as Secretary of Education was confirmed by the Senate last week. Story on Page 31.

Gary L. Jones, the No. 2 official in the Education Department, is leaving his post, in part because of pressure from conservative leaders. Story on Page 31.

A strike by clerical workers at Columbia University was averted last week. Story on Page 41.

Some academics at colleges in Maine are working for the state's Court Mediation Service, trying to help people settle their differences out of court. Story on Page 41.

A television contract between the University of Miami and CBS-TV raises new questions about broadcast rights for so-called "crossover" games. Story on Page 44.

Intellectuals who took part in an unofficial sociology seminar in Belgrade have been sentenced to prison for disseminating "hostile propaganda." Story on Page 45.

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'A JOB ON THEIR HANDS'

Panel Calls Bachelor's Degree Meaningless, Asks Professors to Take Lead in Restoration

> "The public at large and the academic community
> itself are uneasy with the evidence
> of the decline and devaluation
> of the bachelor's degree in the recent past.
> To restore integrity to the bachelor's degree
> there must be a renewal of the faculty's
> corporate responsibility for the curriculum."
>
> —FROM THE REPORT OF THE PROJECT ON REDEFINING THE MEANING AND PURPOSE OF BACCALAUREATE DEGREES

By MALCOLM G. SCULLY

WASHINGTON

Charging that the bachelor's degree has become a virtually meaningless credential, a committee of the Association of American Colleges is calling on college and university faculty members this week to take the lead in restoring coherence to the curriculum.

In a report being issued at the association's annual meeting here, the committee places much of the blame for what it describes as the "decline and devaluation" of undergraduate education on faculty members.

"Central to the troubles and to the solution are the professors," the report says.

"The development that overwhelmed the old curriculum and changed the entire nature of higher education was the transformation of the professors from teachers concerned with the characters and minds of their students to professionals, scholars with Ph.D. degrees with an allegiance to academic disciplines stronger than their commitment to teaching or to the life of the institutions where they are employed."

Third Critical Report

Entitled *Integrity in the College Curriculum: A Report to the Academic Community*, the report is the third in recent months to decry the present condition of baccalaureate education. In October, a study group established by the National Institute of Education cited a series of "warning signals" that the quality of undergraduate education had declined (*The Chronicle*, October 24). In November, the new Secretary of Education, William J. Bennett, then chairman of the National Endowment for the Humanities, issued a 42-page report calling for a restoration of coherence and vitality to undergraduate programs in the humanities (*The Chronicle*, November 28).

The A.A.C.'s report is based on its "Project on Redefining the Meaning and Purpose of Baccalaureate Degrees," which was set up in 1982 under the direction of a 19-member committee.

"Our report addresses the crisis in American education as it is revealed in the decay of the college course of study and in the role of college faculties in creating and nurturing that decay," the panel says.

"Although effective remedies will require the dedication and energies and talents of many cooperating individuals and institutions, our own experience as teachers and as students of American higher education leads to one inescapable conclusion: the college professors of the United

Continued on Page 13, Column 1

Many Emigrant Scientists from Russia Found Disoriented by Life in Israel

By HERBERT M. WATZMAN

JERUSALEM

Many of the Jewish scientists and scholars who have come here from the Soviet Union say their problems did not end when they reached their new country.

Often, they say, they arrived in Israel to find that their research was unknown, their specialties were of little interest to Israeli universities, and the job opportunities were minimal.

Suddenly Free to Publish

Even those with international reputations or with professional connections here find themselves disoriented by an environment that is stimulating but unfamiliar. They are suddenly free to publish what they wish, to travel to international conferences, and to pursue any line of research for which they can find grants. But they must also master a new language, learn how to apply for grants, and adjust to a level of independence unknown in the Soviet Union.

Some 1,600 immigrants who held academic positions in the Soviet Union have come to Israel since 1971, when exit permits were first granted in significant numbers, according to Shmuel Adler, head of the Center for Absorption in Science at the Israeli Ministry of Absorption. Only 10 per cent of them have found jobs at Israel's universities, he said in a recent interview. Of the remainder, many are employed at other levels of education or in industry, and some are jobless.

Mr. Adler's center helps new immigrants compete for jobs at the country's seven universities, but a qualified newcomer does not have to depend on the vagaries of Israel's higher-education budget to find a position. The Ministry of Absorption will finance his or her salary and research for up to three years.

The vast majority of Russian immigrants came to Israel in the 1970's and have had about a decade of experience in their new country. Prominent among them is Ed-

Continued on Page 46, Column 1

Reagan's Budget: How It Affects Higher Education

- Approximately one million students would lose some federal aid.
- Overall spending for research would not keep pace with inflation, but there would be increases for defense and space projects and the National Science Foundation.
- The arts and humanities budgets would be cut and the Institute of Museum Services phased out.
- International exchanges would get $30-million more.
- The Fund for the Improvement of Postsecondary Education would be phased out.
- College libraries and cooperative education would get no money.
- Funds for health-professions education would be eliminated.

For details, see Page 31.

Enrollment in Remedial Courses Jumps at 63 Pct. of Colleges that Offer Them

By JEAN EVANGELAUF

Enrollment in remedial courses has increased at 63 per cent of the colleges and universities that offer such courses, the Department of Education reported last week. At one-third of the colleges, enrollment in those courses held steady from 1978 to 1984, while the remaining 4 per cent of the institutions noted modest declines.

Mathematics was the subject that freshmen found most difficult last year, according to the study. A quarter of them took a remedial math course in 1983-84.

Further, 21 per cent of the freshmen did remedial work in writing, and 16 per cent took a remedial reading course in 1983-84.

500 Institutions Surveyed

The figures are based on a survey of 500 institutions conducted by the National Center for Education Statistics.

Freshmen are apparently a good judge of their weakness in math. In the annual freshman survey conducted by the Cooperative Institutional Research Program (*The Chronicle*, January 16), 25 per cent indicated that they would need remedial work in math. However, the students in that survey were more confident about other skills. Only 5 per cent thought they would need remedial reading, and 12 per cent said they would need to be helped in English.

According to the Department of Education report, the percentages of freshmen in remedial courses were highest at public institutions, two-year colleges, institutions with open-admissions policies, and colleges in the Southeast.

At public institutions, 18 per cent of the freshmen took remedial reading courses; 22 per cent, remedial writing courses; and 27 per cent, remedial math courses. At private colleges and universities, the comparable figures were 9 per cent for reading, 12 per cent for writing, and 15 per cent for math.

At colleges with open-admissions policies, 30 per cent of the freshmen took remedial math, while at colleges with selective policies, the figure was 13 per cent.

At two-year colleges, 23 per cent of the freshmen took remedial writing; at four-year institutions, the comparable figure was 17 per cent.

The report said figures on remedial enrollment were one way to measure the effectiveness of high schools, but it cautioned that such factors as student aptitude, college entrance standards, and the rigor of college courses were also linked to the growth in enrollment in remedial courses.

Data on State Spending

The report, *Indicators of Education Status and Trends*, emphasized elementary and secondary education. It included data on state spending on public schools and scores on the National Assessment of Education Progress.

The report is available for $3 from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402. The stock number is 065-000-00222-1.

FACT-FILE

Enrollment, Stipends, and Degrees at 239 Graduate Schools, Fall 1984

This is a corrected version of the Fact-File on graduate-school enrollment that appeared in *The Chronicle* on December 12, 1984.

The earlier table was incorrect because of computational errors by the Graduate Record Examinations Board.

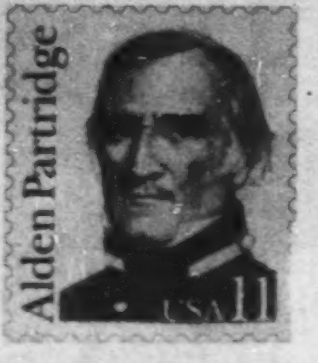
	Public institutions		Private institutions		All institutions	
	Fall 1984	1-year change	Fall 1984	1-year change	Fall 1984	1-year change
Total graduate-school enrollment						
Master's-degree-only institutions	55,061	−0.1%	12,687	−1.4%	67,747	−0.4%
Ph.D.-granting institutions	357,324	−0.2%	107,136	+1.1%	464,460	+0.1%
All institutions	412,385	−0.2%	119,822	+0.8%	532,207	0.0%
First-time graduate students						
Master's-degree-only institutions	13,315	+9.2%	3,224	+4.3%	16,539	+8.2%
Ph.D.-granting institutions	84,886	0.0%	26,426	0.0%	111,312	0.0%
All institutions	98,201	+1.2%	29,650	+0.4%	127,851	+1.0%
Applications received						
Master's-degree-only institutions	25,237	+4.5%	5,993	+3.2%	31,230	+4.3%
Ph.D.-granting institutions	290,630	+1.5%	107,841	+1.2%	398,471	+1.3%
All institutions	315,867	+1.7%	113,834	+1.1%	429,701	+1.5%
Graduate assistants						
Master's-degree-only institutions	3,561	+4.7%	517	+4.2%	4,078	+4.6%
Ph.D.-granting institutions	77,528	+3.5%	18,811	+1.8%	96,339	+3.2%
All institutions	81,089	+3.6%	19,328	+1.9%	100,417	+3.2%
Graduate fellows						
All institutions	12,128	+5.9%	10,233	+5.8%	22,361	+5.6%
Average stipends for teaching assistants						
Chemistry departments						
Master's-degree-only institutions	$ 4,132	+9.5%	$ 3,440	+16.8%	$ 4,009	+10.6%
Ph.D.-granting institutions	6,264	+5.5%	5,756	+6.0%	6,109	+5.6%
All institutions	5,881	+6.1%	5,529	+6.7%	5,781	+6.3%
Economics departments						
Master's-degree-only institutions	$ 3,769	+3.1%	$ 2,320	+5.5%	$ 3,500	+3.3%
Ph.D.-granting institutions	4,979	+5.1%	5,188	+7.0%	5,033	+5.6%
All institutions	4,736	+4.9%	4,790	+6.9%	4,751	+5.4%
Electrical-engineering departments						
Master's-degree-only institutions	$ 4,282	+2.7%	$ 2,800	+2.4%	$ 3,925	+2.7%
Ph.D.-granting institutions	5,882	+5.7%	5,699	+3.7%	5,672	+5.2%
All institutions	5,504	+5.5%	5,427	+3.6%	5,484	+5.0%
English departments						
Master's-degree-only institutions	$ 3,696	+2.8%	$ 2,850	+3.5%	$ 3,436	+2.3%
Ph.D.-granting institutions	5,495	+4.5%	4,786	+6.9%	5,296	+5.2%
All institutions	5,097	+4.4%	4,312	+5.6%	4,872	+4.7%
Degrees awarded in 1983-84						
Master's	84,418	−1.9%	26,401	−3.2%	110,816	−2.6%
Ph.D.	13,571	+0.2%	5,380	−0.3%	18,951	+0.1%

Note: Data are based on reports of 239 institutions, or 64 per cent of the 372 institutions that are members of the Council of Graduate Schools. Data for stipends are for first-time teaching assistants working 20 hours per week for 9 or 10 months. Because of varying practices among institutions, the data for average stipends may be less reliable than the percentage change in average stipends.

SOURCE: COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES AND GRADUATE RECORD EXAMINATIONS BOARD

3 MORE STAMPS HONOR EDUCATORS

Mary McLeod Bethune
Black Heritage USA 22



Sylvanus Thayer
USA 9

U.S. POSTAL SERVICE

The three educators above are among four being honored this year by the Postal Service.

WASHINGTON

The U.S. Postal Service is honoring four educators this year by issuing stamps bearing their likenesses.

This week the service is issuing an 11-cent stamp bearing a portrait of Alden Partridge, founder of what is now Norwich University. In March, a 22-cent stamp honoring Mary McLeod Bethune, co-founder of Bethune-Cookman College, will be released. Mrs. Bethune was founder of the National Council of Negro Women and served as vice-president of the National Association for the Advancement of Colored People.

In June, a 9-cent stamp will be issued honoring Sylvanus Thayer, superintendent of the U.S. Military Academy from 1817-1833.

Last month a stamp honoring Abraham Baldwin, author of the charter for the University of Georgia, was issued in conjunction with the celebration of the university's bicentennial.

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freedom of speech by denying access to the campus to organizations that fail to win city approval.

A decision on whether to appeal the order in court will be made after a written version of the order is released, he said.

Southern Cal. Investigates Phony-Degree Scheme

Officials of the University of Southern California are investigating reports that phony degrees have been sold for up to $25,000 each after bogus transcripts were placed in the university's computer file containing student records.

Law-enforcement authorities are also investigating a group of foreign students suspected of selling grades and degrees through an employee in the university's records office. The alleged scheme was discovered, authorities said, after the arrest of a former student, Merhdad Amini, on drug charges in Louisville, Ky.

University officials said they did not yet know the extent of the degree-selling scheme. Last October the university discovered that students were paying to have their grades changed on their transcripts. Thirty students still are being investigated and one employee has been fired, they said.

U.S. Considering Appeal of Home-Office Tax Ruling

The federal government has decided not to ask the U. S. Court of Appeals for the Second Circuit to review its December 20 decision to allow a college professor to take a tax deduction for an office in his home (*The Chronicle*, January 9). However, a spokesman for the Internal Revenue Service said the government took "strong exception" to the ruling and was actively considering an appeal to Supreme Court.

The Second Circuit's decision, on a 2-to-1 vote, overturned a year-old ruling by the U. S. Tax Court against David J. Weissman, professor of philosophy at City College of the City University of New York. The appeals court, saying that the college had not provided him with a "suitable private office" for his scholarly work, held that his home office was his principal place of business.

The deadline for a petition to the Supreme Court is March 30.

Corrections

► An item in Notes on Computers (*The Chronicle*, January 30), on universities that require students to purchase computers, incorrectly included first-year M.B.A. students at Harvard University. While those students are strongly urged to buy I.B.M. portable microcomputers, they are not required to do so.

► An article on the Department of Education's chart of state education statistics (*The Chronicle*, January 9) incorrectly reported that the Educational Testing Service sponsored the Scholastic Aptitude Test and had released state-by-state averages for the S.A.T. The S.A.T. is sponsored by the College Board, which also released the averages.

► The identification of Stephen J. Nelson, director of student activities at Dartmouth College, was inadvertently omitted from an article on alcoholic-beverage marketing (*The Chronicle*, February 6).

Note Pad

The President's budget repeated his support for the creation of "education savings accounts," designed to encourage lower- and middle-class families to put money aside for their children's schooling.

Under the proposal, families with adjusted gross incomes of under $40,000 would be able to put $1,000 into such accounts annually and would be exempt from paying taxes on interest or dividends earned.

College representatives said last week that they liked the concept of the accounts, but that Mr. Reagan's plan would not help enough taxpayers. They said they preferred a plan that would allow people to withdraw money from their individual retirement accounts for both retirement and educational purposes.

•

Terrel H. Bell, former Secretary of Education, says President Reagan's proposed education budget for fiscal 1986 would severely hurt students and private institutions.

Mr. Bell, who resigned as Secretary in December, said in an interview last week that the proposals to limit federal aid to all students to $4,000 per year and deny federally subsidized Guaranteed Student Loans to students from families with annual incomes over $32,500 would face tough sledding in Congress.

"Both of those ceilings, in my opinion, are going to be too restrictive, and they're going to hurt not only students, but institutions," said Mr. Bell, who is now a professor of school administration at the University of Utah.

Mr. Bell said that while he did not think Congress would adopt all the proposals, the legislators would be forced to consider some seriously because of pressure to reduce the federal budget deficit. "But my guess is that we'll get a student-aid package that will be commensurate with what we now have," he said.

•

About the time that William J. Bennett, chairman of the National Endowment for the Humanities, was confirmed as Education Secretary last week, United Press International carried a story noting that he would have something that Mr. Bell never had—matching furniture.

Federal workers had replaced a hodgepodge of furniture in the Secretary's office with a set of government-issue matching walnut pieces.

Mr. Bell said in the interview that he was aware that when he was Secretary the couch in his office was covered with a flowery print and that none of the furniture matched. But, he said, "I just didn't feel it necessary to make a change. I didn't even move any of the furniture."

Shirley Hufstedler, President Jimmy Carter's Education Secretary, had occupied the office previously.

"The one thing I did do was to lower the chair at my desk because I'm such a shorty," said Mr. Bell.

"I would guess that a big man like Bill Bennett would need heavier looking furniture," Mr. Bell said of the new Secretary, who stands well over six feet.

Washington

Reagan Seeks Reforms, Cuts in Student Aid; Would Increase Funds for Research by 1 Pct.

Many lawmakers of both parties oppose reductions, but fear many of them will 'stick'

WASHINGTON

President Reagan last week proposed sweeping reforms and deep cuts in federal aid to students, along with an increase in funds for basic scientific research in fiscal 1986 that would amount to only 1 per cent.

Under Mr. Reagan's proposed budget for 1986, new federal spending for health-manpower training would be eliminated completely, and spending for the National Institutes of Health would drop about 6 per cent.

The $973.7-billion budget contained few increases except for defense and payments for "entitlement" programs, such as Social Security and Medicare. However, some research would receive boosts.

Spending on research by the National Science Foundation would rise about 7 per cent, and spending on basic research by the National Aeronautics and Space Administration would increase 4 per cent.

Spending on defense-related basic research by the Pentagon would increase 12.8 per cent.

Funds for international educational and cultural exchanges would rise from $130-million this year to nearly $160-million in the fiscal year beginning October 1.

But spending for science education at the National Science Foundation would drop 38 per cent. And funds for the arts and humanities endowments would drop by 12 per cent and 10 per cent respectively.

The Institute of Museum Services and the Fund for the Improvement of Postsecondary Education would be phased out in the coming fiscal year.

The budget also repeated proposals that the President has made in prior years to eliminate funds for aid to college libraries, international education, cooperative education, and a program to encourage veterans to enroll in college.

Lawmakers of both parties, in both the Senate and House of Representatives, made it clear that they were unhappy with the President's projected $30-billion boost in defense spending and with the cutbacks proposed in many education and other social programs.

But they and the representatives of higher-education groups said that this year will not be like last year, when the President proposed significant cuts in many education, health, and social programs, and Congress refused to go along with most of them.

The Chronicle's coverage of the federal budget was prepared by Cheryl M. Fields, Donna Engelgau, Kim McDonald, and Stacy E. Palmer.

It Might Be Hard to Argue

While the President's plan may be modified substantially, both the lawmakers and college lobbyists predicted that some of the proposed reductions would "stick" this year.

"If the Republican-controlled Senate can come up with a $25-billion cut in the President's proposals for defense spending, as some have said they hope to do, it will make it very hard to argue against cuts

Continued on Page 33, Column 1

Senate Confirms Bennett to Be Education Secretary; No. 2 Official, Citing Right-Wing Pressure, to Quit

New Secretary In

WASHINGTON

William J. Bennett, chairman of the National Endowment for the Humanities, was confirmed last week as Secretary of Education by a vote of 93 to 0.

The Senate spent only 20 minutes debating the nomination of the former philosophy professor, who for the past three years had headed the National Endowment for the Humanities.

At his confirmation hearing, Mr. Bennett defended President Reagan's plan to reduce the aid available to all but the neediest students.

William Bennett has been confirmed to be Secretary of Education.

Under Secretary Out

By DONNA ENGELGAU

WASHINGTON

When he announced his resignation as Secretary of Education, Terrel H. Bell said conservative leaders had been unremittingly critical of him for not accomplishing President Reagan's goals of abolishing the Education Department and winning passage of legislation allowing school prayer and tuition tax credits.

Now Gary L. Jones, the No. 2 official in the department, is also leaving—in part, he said in an interview, because of pressure from the same elements.

Mr. Jones, the Under Secretary of Education, said he and Mr. Bell had constantly been criticized by right-wing groups for failing to carry out what they perceived Mr. Reagan's education agenda to be, and that such pressures had hindered their efforts to carry out education policy.

Knowing What the President Wants

"There are those who think they know the President's mind better than we do who talk to the President," Mr. Jones said.

"It hinders your ability to govern because you have to spend energy and time in dealing with people who think they know what the President wants done better than you do when his chief aides in the White House have told you what they want done. You have to put up with those things. It's time-consuming and it's unfortunate."

Mr. Jones, who said he was proud that he had helped to "create a very efficient, effective, and responsive Cabinet agency here," said a member of the "New Right" had told him that Mr. Reagan wanted not only to eliminate the Education Department, but the federal role in education, too.

"The President never said, and has never said to this day, that he wanted to abolish the federal role in education," Mr. Jones said. "In fact, you cannot advocate tuition tax credits and at the same time advocate no federal role in American education."

He said conservative groups had

Continued on Page 39, Column 1

JOHN C. PHILLIPS

Gary L. Jones, Under Secretary of Education, says he will resign.

FACT-FILE

Higher-Education Funds in President Reagan's 1986 Budget

In the Department of Education

	Fiscal 1984 Actual	Fiscal 1985 Estimated	Fiscal 1986 Requested
Student assistance:			
Pell Grants	$2,800,000,000	$3,575,000,000	$2,691,000,000
Supplemental Grants	375,000,000	412,500,000,000	0
College Work-Study	555,000,000	592,500,000	850,000,000
State Student Incentive Grants	76,000,000	76,000,000	0
National Direct Student Loans	180,860,000	215,000,000,000	28,000,000
Guaranteed Student Loans	2,253,740,000	3,077,977,000[1]	2,714,482,000
Graduate support:			
Graduate and professional opportunities	11,000,000	11,750,000	0
Public-service fellowships	2,500,000	2,500,000	0
National graduate fellowships	0	2,500,000[2]	0
Institutional assistance:			
International education	30,800,000	32,050,000	0
Cooperative education	14,400,000	14,400,000	0
Veterans Cost of Instruction	3,000,000	3,000,000	0
Interest subsidies for facilities	24,500,000	18,775,000	23,500,000
Facilities construction grants	0	28,000,000[2]	0
Facilities loans and insurance	19,776,000	14,094,000	17,986,000
Law School Clinical Experience	1,000,000	1,500,000	0
Aid to disadvantaged:			
Developing institutions:			
Endowment grants	7,120,000	15,200,000	23,208,000
Institutional support	119,616,000	119,608,000	113,000,000
Challenge grants	7,680,000	6,400,000	5,000,000
College-aid migrant programs	1,950,000	1,200,000	0
Minority Institutions Science Improvement	4,800,000	5,000,000	5,000,000
Programs for disadvantaged students	164,740,000	174,940,000	82,370,000
Legal Training for the Disadvantaged	1,000,000	1,500,000	0
Women's educational equity	$ 5,760,000	$ 6,000,000	$ 0
Science and math education	0	100,000,000	100,000,000
Vocational education	739,045,000	738,462,000	738,462,000
Adult education	100,000,000	100,000,000	100,000,000
Bilingual education:			
Training grants	32,610,000	33,586,000	24,000,000
Bilingual vocational training	3,686,000	3,686,000	3,686,000
Office for Civil Rights	44,396,000	45,000,000	42,938,000
Library resources:			
Research libraries	6,000,000	6,000,000	0
Training and demonstration	880,000	1,000,000	0
Education research and statistics:			
National Institute of Education	48,231,000	51,231,000	51,231,000
National Center for Education Statistics	8,747,000	8,747,000	8,747,000
Fund for the Improvement of Postsecondary Education	11,710,000	12,710,000	0
Education for the handicapped:			
Vocational and postsecondary programs	5,000,000	5,300,000	5,300,000
Research and development	15,000,000	16,000,000	16,000,000
Personnel development	55,540,000	61,000,000	50,000,000
Rehabilitation training	22,000,000	22,200,000	15,000,000
National Institute of Handicapped Research	36,000,000	39,000,000	39,000,000

[1] Administration is requesting a supplemental appropriation of $664,846,000 ($151,034,000 for fiscal 1985 costs and $513,812,000 for fiscal 1984 costs).

[2] Administration is asking Congress to rescind the fiscal 1985 appropriation.

In Other Federal Agencies

	Fiscal 1984 Actual	Fiscal 1985 Estimated	Fiscal 1986 Requested
Scientific research			
National Institutes of Health:			
Cancer Institute	$ 1,093,018,000	$1,196,528,000	$ 1,126,012,000
Heart, Lung, and Blood Institute	705,063,000	805,809,000	775,254,000
Institute of Dental Research	89,021,000	100,991,000	93,439,000
Institute of Arthritis, Diabetes, and Digestive Diseases	460,923,000	540,165,000	519,858,000
Institute of Neurological Disorders and Stroke	334,952,000	395,861,000	373,894,000
Institute of Allergy and Infectious Diseases	317,663,000	368,528,000	352,561,000
Institute of General Medical Sciences	416,672,000	482,909,000	458,484,000
Institute of Child Health and Human Development	273,359,000	310,540,000	293,084,000
Eye Institute	152,262,000	178,591,000	164,396,000
Institute of Environmental Health	179,480,000	194,056,000	182,611,000
Institute on Aging	115,720,000	144,862,000	134,758,000
Research Resources	244,977,000	305,825,000	263,040,000
International Center	11,430,000	11,679,000	11,359,000
Library of Medicine	49,452,000	54,824,000	53,320,000
Total N.I.H.	4,495,354,000	5,150,031,000	4,852,680,000
National Science Foundation:			
Research:			
Mathematical and physical sciences	355,046,000	396,870,000	428,970,000
Astronomical, earth and ocean sciences	328,635,000	351,953,000	372,170,000
Antarctic program	102,456,000	110,830,000	120,100,000
Biological and social sciences	223,401,000	252,120,000	272,050,000
Engineering	128,615,000	150,130,000	170,070,000
Technological and international affairs	36,211,000	44,460,000	38,360,000
Program management	66,257,000	71,972,000	69,900,000
Total research	1,142,260,000	1,306,912,000	1,397,750,000
Science and engineering education	75,000,000	82,000,000	50,550,000
Total N.S.F.	1,322,616,000	1,500,540,000	1,569,400,000
Department of Agriculture:			
Cooperative research:			
Hatch Act support	150,501,000	156,484,000	156,484,000
Forestry research	12,702,000	13,053,000	13,053,000
Payments to black colleges	22,717,000	23,474,000	23,474,000
Minority research facilities	10,000,000	10,000,000	10,000,000
Special research grants	26,476,000	28,530,000	0
Competitive research grants	17,000,000	46,000,000	46,000,000
Animal health research grants	5,760,000	5,760,000	0
Total cooperative research	247,655,000	289,276,000	251,161,000
Extension service	334,340,000	343,727,000	264,808,000
Department of Commerce			
Sea grant program	36,500,000	39,000,000*	0
Department of Defense, basic research	840,000,000	861,000,000	971,000,000
Department of Energy			
General science	635,417,000	726,905,000	685,400,000
University research	324,200,000	344,600,000	346,500,000
Environmental Protection Agency			
Research and development	145,700,000	193,000,000	212,400,000
Department of Interior, basic research	120,000,000	130,000,000	119,000,000
National Aeronautics and Space Administration, basic research	713,000,000	801,000,000	834,000,000
Health research and training			
Mental-health research	173,109,000	194,342,000	190,261,000
Mental-health clinical training	21,000,000	22,000,000	0
Mental-health research training	15,360,000	16,000,000	18,000,000
Health research and training—Continued			
Drug-abuse research	$55,454,000	$64,600,000	$68,596,000
Drug-abuse research training	891,000	1,500,000	1,500,000
Alcoholism research	42,590,000	48,724,000	52,638,000
Alcoholism research training	1,086,000	1,500,000	1,500,000
Centers for Disease Control:			
Occupational safety and health research	57,142,000	57,945,000	57,645,000
Occupational safety and health training	8,760,000	8,760,000	0
Health services research	17,649,000	18,486,000	16,180,000
Medicare research and demonstration	32,100,000	34,000,000	22,000,000
Health professions			
Health professions education:			
Student assistance:			
Exceptional need scholarships	5,600,000	7,000,000	0
National Health Service Corps	68,152,000	75,000,000	50,000,000
National Health Service Corps scholarships	6,300,000	2,300,000	0
Aid to disadvantaged students	18,188,000	24,000,000	0
Institutional assistance:			
Nurse training	52,466,000	66,700,000	0
Center for nursing research	0	5,000,000	0
Public health	10,927,000	11,600,000	0
Primary care and family medicine training	63,752,000	66,800,000	0
Medical facilities guarantees, loans	32,000,000	26,500,000	25,000,000
Area health education centers	17,920,000	18,000,000	0
Arts and humanities			
Institute of Museum Services	20,150,000	21,560,000	292,000
National Endowment for the Arts	162,223,000	163,660,000	144,450,000
National Endowment for the Humanities:			
Education programs	18,875,000	18,130,000	15,100,000
Fellowship programs	14,746,000	14,210,000	15,050,000
Research programs	16,389,000	18,620,000	15,400,000
General programs	23,426,000	22,634,000	16,720,000
State programs	21,850,000	21,413,000	16,820,000
Challenge grants	18,000,000	19,600,000	16,500,000
Treasury matching grants	11,500,000	10,780,000	11,500,000
Total N.E.H.	140,118,000	139,478,000	126,000,000
National Archives and Records Administration	91,535,000	100,792,000	99,363,000
National Historical Publications and Records Commission	5,980,000	5,189,000	735,000
Civil rights			
Commission on Civil Rights	12,010,000	12,889,000	12,061,000
Equal Employment Opportunity Commission	154,039,000	163,655,000	158,825,000
Office of Federal Contract Compliance Programs	43,934,000	47,157,000	43,432,000
Miscellaneous			
Peace Corps	117,000,000	128,600,000	124,400,000
VISTA	16,847,000	18,757,000	18,368,000
Corporation for Public Broadcasting	137,500,000	150,500,000	159,500,000
U.S. Information Agency educational and cultural exchanges	100,850,000	130,000,000	159,136,000
GI Bill education and training	1,265,043,000	1,058,082,000	892,803,000
Post-Vietnam Era Veterans Education	224,776,000	218,200,000	171,000,000

* Administration is asking Congress to rescind $19.5-million of fiscal 1985 funds.

Budget

Continued from Page 31

in our programs," said one university lobbyist.

"I think there is a genuine feeling of responsibility in Congress now that something must be done to cut the deficit," said another university representative. "The indications I get from lawmakers are that there will be some cuts that will not be restored.

"For example, many people don't like a lot of the student-aid proposals, but they will look carefully at some areas, like reducing the special interest allowances that lenders get in the Guaranteed Student Loan program."

Rep. Augustus F. Hawkins, Democrat of California and chairman of the House Education and Labor Committee, acknowledged, "The mood is not good. We're vulnerable on everything. We're not dealing with the budget on a rational basis. Chances that the President will get his way are better than even."

But he also said he expected public sentiment to become more supportive of the programs that the President wants to cut as people learned more about the practical effects of the proposed reductions.

He said his committee would hold regional hearings in the next few weeks on the effects of the education proposals. Such sessions are already planned for New Orleans on February 14, Los Angeles on February 16, and New York on February 19, he said. Hearings will be held here February 21-28.

$6.3-Billion for Student Aid

The Education Department's budget would drop from nearly $18-billion this year to $15.5-billion under Mr. Reagan's proposals. About $8-billion would go for the department's higher-education programs, including $6.3-billion for student aid.

About $1.67-billion of the Education Department's decrease would come from cuts in student-assistance programs and restrictions on eligibility for aid that, analysts said, would eliminate aid to about one million of the five million students who have been receiving it.

The restrictions, the Administration said, are needed to eliminate abuses in the program and to concentrate aid on the neediest students at a time when the nearly $200-billion federal budget deficit is producing tremendous pressures to reduce federal spending.

But Rep. William Natcher, Democrat of Kentucky and chairman of the House appropriations panel with jurisdiction over health and eduation, said he did not believe Congress would make Draconian cuts in such programs.

And despite the feeling that Congress is serious about reducing federal spending, many interest groups and legislators are nonetheless prepared to make their cases against proposed cuts.

A spokesman for the Association of American Medical Colleges, for example, said the organization was very concerned about the budget's proposed limitation of subsidized Guaranteed Student Loans to families earning under $32,500, as well as the proposed cut in spending for the National Institutes of Health and the elimination of new funds for health-manpower programs.

"We're taking every opportunity we have to turn the budget around," the spokesman said. "The programs are all high-level priorities for us."

THE 85-86
FEDERAL BUDGET:

Student Aid

The White House proposed its most aggressive plan yet to restructure and cut back federal student-aid programs, in its search for ways to trim the deficit.

President Reagan's fiscal 1986 education budget would eliminate two student-aid programs and insure that grants and subsidized loans are limited to lower-income students.

The proposed budget called for $6.28-billion for student aid in fiscal 1986. Congress provided $7.9-billion for the current fiscal year.

The President's proposals would require all students and their families—particularly those in higher- and middle-income groups—to pick up more of the cost of a college education, and would eventually turn authority for all student-aid programs over to the states.

Representatives of college organizations, as well as education leaders on Capitol Hill, quickly announced their opposition to most of the proposals, saying they would hurt both students and colleges.

Said Sen. Lowell P. Weicker, Jr., the Connecticut Republican who chairs the Senate appropriations subcommittee with jurisdiction over the Education Department's budget, "I oppose the Administration's proposed funding levels for education, particularly the cuts in education loans and grants. Were they to become law, access to higher education would be severely limited, and we would return to the days when only the economically advantaged could go to college."

Following are the major elements of the Administration's student-aid plan:

Ceiling on all aid. No student could receive more than $4,000 a year from all federal sources, including loans, grants, and work-study. Now some students can receive as much as $11,000 a year, although few actually do so.

Needy students would be hardest hit under the proposal, analysts said, because it would reduce their choice of a college substantially. Graduate students also would be greatly affected, since their tuition is generally higher than others'. In a preliminary analysis, the American Council on Education said the cap would reduce assistance to about 430,000 students.

Graduate-school officials were particularly concerned that the $4,000 ceiling would discourage students from pursuing advanced degrees. About 65 per cent of all graduate students borrow the maximum amount of money—$5,000 per year—available to them through the Guaranteed Student Loan program, according to the Congressional Budget Office.

Income ceiling on Pell Grants. The grants—which provide students with up to $1,900 a year—would be available only to students from families with annual incomes of $25,000 or less. Pell Grants would receive $2.69-billion in fiscal 1986, down from $3.5-billion.

The budget also would restrict work-study funds and National Direct Student Loans to students from families earning $25,000 annually or less.

Income ceiling on loans. Guar-

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Budget

Continued from Preceding Page

anteed Student Loans would be restricted to students from families earning less than $32,500 annually. The American Council on Education said that would prevent at least 460,000 students now eligible for the loans from receiving them in the future. The Guaranteed Student Loan program would receive $2.7-billion in the coming fiscal year, down from $3.08-billion.

Students from families that make more than $32,500 would be able to obtain Guaranteed Student Loans, but the government would not subsidize any of the interest on them.

Those students' families also could borrow under the Parent Loans for Undergraduate Students program, but they would pay prevailing market interest rates. Loan limits under that program would be raised from $3,000 to $4,000 per year and from $15,000 to $20,000 altogether. Those loans now carry a 12-per-cent interest rate.

Change in the interest-rate calculations. The basic interest rate for new Guaranteed Student Loans is now 8 per cent. The budget would set the interest on new loans at the rate of 91-day Treasury bills, to reflect more closely the cost of money.

Reduced payments to lenders. Lenders, who now receive interest subsidies of up to 3.5 per cent beyond the basic 8-per-cent interest rate, would receive a special interest allowance on Guaranteed Student Loans of just 1.5 per cent beyond the Treasury-bill rate while the student is in college and 3 per cent when the student leaves school. Lenders now receive a special allowance of up to 3.5 per cent.

Reducing the rate to 1.5 per cent would discourage many lending agencies from making Guaranteed Student Loans and could threaten the future of the program, college officials fear.

Restrictions on independent students. New rules would make it harder for students to declare themselves financially independent of their parents for the purposes of receiving federal aid. Under the Administration's plan, all students below the age of 22, except for orphans and wards of the court, would be considered dependent students. Those 22 and older would be considered independent.

Required student contribution. All students would be required to contribute $800 a year toward their college education before receiving a federal grant or loan. Money obtained through the government's College Work-Study program could be used for this purpose.

Required high-school diploma. All students would be required to have a high school diploma or the equivalent before receiving federal aid.

Consolidation of programs. The Administration requested no funds for the Supplemental Education Opportunity Grant program. Instead it asked for $850-million for the College Work-Study program, under which institutions could use up to 50 per cent of the amounts they received for supplemental grants. Congress appropriated $592-million for College Work-Study for fiscal 1985 and $412-million for supplemental grants.

The Administration also proposed to eliminate State Student Incentive Grants and new federal contributions to the National Direct Student Loan program.

Less aid for graduate students. The President sought significant reductions in the amount of financial assistance provided specifically for graduate students. Mr. Reagan requested no money for the Graduate and Professional Opportunities Program, which aids about 1,350 needy students. He also proposed eliminating the $2.5-million public-service fellowship program and ending a $1.5-million program designed to provide law students with clinical experience.

Mr. Reagan asked Congress to rescind the $2.5-million it appropriated for the current year for a new program of National Graduate Fellowships—named the Javits Fellowships after the long-time New York Republican Senator, Jacob K. Javits. In addition, the budget included no money for the scholarships for fiscal 1986.

The fellowships, which higher-education groups had been trying to persuade Congress to support for several years, are designed to aid graduate students in the arts, humanities, and social sciences.

The grants are not needed, budget documents said, because graduate students are eligible for financial aid under other federal programs.

'Unrestrained 20-Year Binge'

The Office of Management and Budget justified its proposed changes in student aid in a document that said they were essential to "correct policy and budgetary impacts of an unrestrained 20-year binge" in the Education Department. The growing student-aid programs, the document said, have produced "a shotgun approach that has indiscriminately sprayed assistance at students regardless of income for almost any conceivable type of education."

The O.M.B. proposed to replace all current student-aid programs, except for the Guaranteed Student Loan program, with a single program of grants to the states, beginning in 1987. The O.M.B. said that would "simplify and make more equitable and efficient the delivery of federal aid."

The state-grant proposal will be studied by the Administration as it considers what recommendations it will make for extending the Higher Education Act, which expires later this year, said Gary L. Jones, who was Acting Education Secretary when the budget was released. Under the plan, states would decide what mix of grants, work-study, and loans students would receive.

President Reagan's proposals would affect loans and grants for the academic year beginning in the fall of 1986. More than five million college and university students now receive federal aid each year, and saout one million students would lose their federal aid under the proposals, Mr. Jones said.

He added that he did not think that overall college enrollment would be reduced if Congress adopted the President's proposals, but he said he was not sure whether Mr. Reagan's proposals would affect a student's choice of colleges. "We don't know at this time," he said.

Leaders of several higher-education groups announced unified opposition immediately after Mr. Jones outlined the proposals at a budget briefing.

They stood outside the Education Department in windy, near-freezing temperatures, in a symbolic gesture to show their displeasure. "Higher education is being frozen out of the budget," said John D. Phillips, president of the National Association of Independent Colleges and Universities.

Said DaleParnell, president of the American Association of Community and Junior Colleges, "With one fell swoop, the Reagan budget makes puts the nation at risk," a play on the title of the federal report issued in 1983 castigating the state of education in the country's schools, *A Nation At Risk.*

Much of the reaction on Capitol Hill to Mr. Reagan's proposed budget was just as critical.

Rep. Augustus F. Hawkins, Democrat of California, chairman of the House Education and Labor Committee, said the President's aid proposals would mean that many students would have very little choice about where to attend college and that many would be forced to drop out of college.

"Most of Congress would oppose these changes in programs if they voted on them directly," Mr. Hawkins said.

He added that he would try to use parliamentary maneuvers to insure that legislators cast votes on individual parts of the budget, rather than casting a single vote for an overall budget resolution that might include sweeping changes in programs.

He said the $32,500 family-income ceiling for subsidized Guaranteed

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Student Loans would be particularly harmful to families that wanted to send more than one child to college.

"We're totally opposed to the President's proposals," said an aide to Rep. William D. Ford, Democrat of Michigan, and chairman of the House Subcommittee on Postsecondary Education. If Congress accepted the proposals, "it would mark the end of the Guaranteed Student Loan Program," the aide said. "We feel that higher education has to be a top priority, and it obviously is not with this Administration."

THE 85-86 FEDERAL BUDGET:
Science

In his fiscal 1986 budget for science, President Reagan would end a two-year trend of requesting substantial increases for basic research.

Although federal spending for research and development would increase by 12 per cent, most of the growth would be directed toward the development of military hardware and other defense-related research activities, which would increase by $7-billion, or about 22 per cent, above the fiscal 1985 level of $32.3-billion.

Support for basic research, including that conducted for the Defense Department, would rise only 1 per cent, to $7.86-billion. That would be a decrease in constant dollars when the expected inflation rate of 4 per cent is taken into account.

The Defense Department would receive the largest increase of any federal agency for basic research—a 12.8-per-cent raise, to $971-million. In contrast, overall spending for basic research activities at civilian agencies, such as the National Science Foundation, would decline by about 1 per cent, to $6.9-billion.

One Congressional aide calculated last week that Mr. Reagan's budget proposed to spend 72 cents of every federal research-and-development dollar on defense-related activities, compared to 47 cents in fiscal 1981, in the Administration's first term.

Support for major research facilities and for research in the life sciences would also decline. Funds for new construction projects would total $2.1-billion, about $162-million less than was appropriated for fiscal 1985.

Support for the life sciences would decline by 5 per cent, including a 6-per-cent decrease in spending at the National Institutes of Health, which, the Administration argues, have received substantial increases for the past several years.

Overall spending for research in the physical sciences and engineering would increase by about 7 per cent, but funds for some areas in the physical sciences, such as high energy physics and nuclear physics, would decline.

Support for social-science and economics programs at the National Science Foundation would go up by 18.6 per cent, while funds for science and engineering education would decrease 38 per cent.

George A. Keyworth, II, President Reagan's science adviser, told reporters last week that the austere science budget reflected the Administration's desire to reduce the federal deficit, yet would be sufficient to "adequately maintain the health of science."

"I would even say that, after such rapid growth, the fact that science will share in the overall federal austerity may well stimulate sharper delineation of priorities, a delineation that will guide us in coming years," Mr. Keyworth added.

The Administration's budget "deliberately postponed the start of construction for major new research facilities for one year" in order to maintain support for individual research programs and researchers, he said.

Many scientists, however, warned that the failure of Mr. Reagan's basic research budget to keep pace with inflation, particularly in the life sciences, would discourage young scientists from embarking on research careers in fields of importance to industry, such as biotechnology.

"People have to make a living and feel that there is a future in their area," said Howard Brinkley, a zoology professor at the University of Maryland at College Park. "These kinds of things have had a very demoralizing effect on scientists."

Likewise, W. W. Havens, Jr., executive secretary of the American Physical Society, said he sensed "great disappointment" among physical scientists over news that Mr. Reagan wanted to postpone the construction of important new facilities that American physicists feel are needed for them to keep up with their European colleagues.

Following are summaries of the President's major proposals for scientific research:

National Science Foundation. The foundation, whose budget increased 31 per cent in the past two years, would receive only 4.6 per cent more in fiscal 1986, for a total of $1.569-billion.

Much of the increase would go toward programs of engineering research, which the Administration believes have long been neglected and should be more focused on areas that would make American industry more competitive in world markets.

Engineering, which received an increase of 17 per cent from Congress last year, would receive about $170-million, or 13.2 per cent more, in 1986.

Programs in mathematics and physical sciences and in the agency's biological-, behavioral-, and social-science directorate would receive an increase of about 8 per cent.

Erich Bloch, director of the science foundation, said his agency's budget request reflected an attempt to provide strong support to activities, such as engineering and biotechnology, that would improve the country's economic competitiveness.

Programs that would improve the "science infrastructure," such as the development of advanced scientific computing resources at universities, and activities that the foundation had a "unique responsibility" to support, such as research in mathematics and economics, were also emphasized, he added.

One surprise in the foundation's budget was that social- and economic-science programs, which Mr. Reagan tried to reduce during his first Administration, would increase by about 19 per cent, to $33.9-million.

Funds for the development of advanced scientific computing, or "supercomputers," on which Congress placed a high priority last year, would rise 11.5 per cent, to $46.2-million.

Major reductions would be made in funds for the foundation's scientific, technological, and international-affairs directorate, which would

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Budget

Continued from Preceding Page

decline by nearly 14 per cent, to $38-million.

Science education. Spending for science education would be reduced by 38 per cent, to $50.5-million.

That recommendation reflected a decision by the National Science Foundation to delay spending $31.5-million in fiscal 1985 funds for precollege science-education projects until 1986, because of a lack of high-quality proposals and enough administrative staff members to review them. Last year the foundation deferred a similar amount to the current year, citing similar reasons.

Bassam Z. Shakhashiri, the foundation's assistant director for science and engineering education, said the deferral from 1985 to 1986 had been adopted "to achieve stability and continuity in our programs." He said the agency had no plans to defer funds again to fiscal 1987.

Agriculture. None of the research programs at the Agriculture Department would receive increases in fiscal 1986, even those on which the Administration has placed a high priority in previous years, such as biotechnology research and the awarding of grants on a competitive basis.

Payments to land-grant institutions under the Hatch Act would remain at this year's level of $156-million.

Mr. Reagan would provide no increases for competitive grants, which his Administration strongly supported during the last two years and which grew from $17-million in fiscal 1984 to $46-million this year. He would also eliminate special research grants designed to solve agricultural problems of regional interest. The regional-grants program which received $28.5-million this year, is a favorite of lawmakers on appropriations committees and is unlikely to be cut by Congress.

Defense and energy. The $971-million for basic defense research would include $30-million to upgrade university research equipment and to support graduate research fellowships in areas of technology needed by the military.

Funds for research programs supported by the Energy Department would generally decline, reflecting the Administration's desire to reduce demonstration projects and research on solar and fossil energy, and to postpone the construction of major research facilities for physicists.

High-energy physics would receive $510-million, 6.5 per cent less than the current level. Nuclear physics would receive $173-million, 5.5 per cent less than in fiscal 1985.

Included in those amounts would be funds for continued research and development on the proposed Superconducting Super Collider, a massive accelerator, and for further construction of the continuous-electron-beam accelerator being built by a consortium of Southeastern universities.

Spending for solar research would decline 17 per cent, to $148-million, while support for conservation research and development would drop 19 per cent, to $145-million.

Space, environment, and commerce. Mr. Reagan would continue strong support for the National Aeronautics and Space Administration, to allow it to finance additional research on the permanent manned orbiting space station that he proposed last year and for the launch of both the space telescope and the Galileo mission to Jupiter in mid-1986.

NASA's basic-research budget would increase by 4 per cent, to $834-million, while total research and development for the agency would be $3.7-billion, a 6.4-per-cent increase.

Basic-research funds at the Environmental Protection Agency would also increase faster than inflation, rising 8 per cent to $40-million, in order to provide additional support for programs dealing with hazardous wastes, acid rain, and toxic substances.

As he has unsuccessfully tried to do in previous years, Mr. Reagan will again attempt to eliminate the Commerce Department's Sea Grant program, which supports marine-science research at universities.

Mr. Keyworth said the President was very supportive in his budget of oceanographic and marine research in other government programs, but that he wants to eliminate the Sea Grant program, because "it has been notably unproductive in the past."

Mr. Reagan has also asked Congress to rescind $19.5-million of the $39-million appropriated for Sea Grants for fiscal 1985.

Biomedical research. The President called for $4.85-billion for the National Institutes of Health in the coming fiscal year, a reduction of $287-million, or about 6 per cent.

Administration officials said that total, nonetheless, would allow the institutes to support 5,000 new research projects, 11,242 continuing projects, and 500 research centers in the coming year.

Mr. Keyworth said that although Congress in past years had routinely increased the President's budget requests for the institutes, "the tone of austerity is more serious today. There will be greater pressure on Congress this year to hold budgets down. I don't remember a time in Washington, at least since I've been here, when both sides of the aisle were trying to see who could cut the most.'

Budget documents said payments to institutions for indirect research costs would be frozen at their 1985 levels.

The 5,000 new grants are the same number the Administration is planning to support this year, even though Congress provided enough money for 6,500. In a controversial move, the Administration plans to use some of the fiscal 1985 money to finance a second and third year of support for 646 of the 5,000 projects being started this year.

University research officials complained that the 5,000-grant level would be a reduction from fiscal 1984, when nearly 5,500 were made. Some lawmakers told college representatives here last week that they would try to reverse the Administration's decision to support only 5,000 new grants this year, but that it "might take some time to do it," in the words of one university spokesman.

But a delay could create problems, university spokesmen said, because the institutes are due to make the second of three rounds of awards soon, and they will be distributed on the assumption that just 5,000 new projects will receive support this year.

Mental-health research. The Alcohol, Drug Abuse, and Mental Health Administration "will support 500 new and competing research project grants in 1985 and 1986 to achieve stability in the research environment," budget documents said. As with the N.I.H. budget, the Administration would carry over some of the agency's fiscal 1985 funds to

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provide support in future years for 38 of the projects it begins this year.

A 5-per-cent increase would be provided for the average research project, but indirect-cost rates would be frozen at their fiscal 1985 levels.

The budget included $190.3-million for research by the National Institute of Mental Health, down from $194.3-million this year. About $13.75-million of that total would be used for projects in future years.

The $68.6-million requested for research by the National Institute on Drug Abuse, up about $4-million from this year, would emphasize "the development of more effective prevention techniques, support of basic research on the role of 'reinforcing centers' of the brain, and maintenance of high-priority research on marijuana and cocaine," budget documents said.

The $52.6-million requested for research by the National Institute on Alcohol Abuse and Alcoholism, a $4-million increase, would emphasize research "into the genetic correlates and predictors of alcoholism susceptibility, alcohol-related diseases of the central nervous system, and the effects of alcohol on the biological maturation and development of teenagers."

THE 85-86 FEDERAL BUDGET:

Other Programs

Health professions. In a move that stunned some health organizations and lawmakers, the Reagan Administration asked for the total elimination of new federal funds for training health professionals in fiscal 1986—programs for which Congress provided $209-million for the current year.

The government has been gradually reducing its support of some programs designed to encourage the training of doctors, dentists, nurses, and other health workers as federal assistance increased the supply of such professionals.

Now, said the Office of Management and Budget, the time has come to eliminate all support because "the supply of trained personnel has outstripped the need."

"All major studies of supply and demand for health professionals conclude that virtually all health professions occupations are in excess supply and that growth in supply will continue to outstrip demand for the remainder of the decade," the O.M.B. added.

The U.S. still faces shortages of physicians specializing in child psychiatry, general psychiatry, emergency medicine, and preventive medicine, the O.M.B. document said, but of those specialties only residencies in preventive medicine are subsidized, and only $1.6-million of the total spent for health-professions programs "is devoted to preventive medicine."

The Administration said that despite the elimination of direct support, about 12,500 students would be aided by federal guarantees for $100-million worth of new Health Education Assistance Loans made by private lenders, and that about $67-million in revolving loan funds in other programs would support nearly 39,000 health students in the coming fiscal year.

Spokesmen for the Association of American Medical Colleges and other organizations promised to fight the budget proposals, noting that lawmakers in both the Senate and House of Representatives were reported ready to reintroduce legislation vetoed by President Reagan last fall that would extend the authority for many health-professions training programs.

Research and clinical training. The N.I.H. budget would spend $218-million to train researchers, the same amount Congress appropriated for this year. That request would support 9,900 research trainees, about the same number as this year, budget documents said.

The Administration is again attempting to eliminate funds for clinical mental-health training in the National Institute of Mental Health, for which Congress allotted $22-million this year.

The budget said that past federal aid had developed a "national training capacity" that could carry on necessary activities without further government subsidies.

The 1986 budget asked the same amounts that Congress provided this year for research training by the mental-health institute ($18-million), as well as for research training by the National Institute on Drug Abuse ($1.5-million) and the National Institute on Alcohol Abuse ($1.5-million).

Teaching hospitals. As part of its plan to save $4.2-billion in the Medicare program for elderly Americans in fiscal 1986, the Administration proposed freezing at this year's levels the payments to teaching hospitals for the direct costs of graduate medical education—such as salaries of interns and residents and classroom costs—for a saving of $150-million.

It is also proposing to cut in half the payments made to teaching hospitals for the indirect costs of medical education, reducing those payments next year by $695-million. The Administration said there was no justification for the size of the payments.

But Gerard Anderson, assistant professor of health policy and management at the Johns Hopkins University school of public health, said the Administration had no data to show that the payments were not justified.

When Congress approved a new formula for making those payments—which pays hospitals set amounts for the illnesses they treat, rather than reimbursing them for the actual costs of treatment—lawmakers urged the government to come up with a more precise way of measuring the costs.

The Administration has not done that, Mr. Anderson said, yet it wants to reduce the payments anyway. Many teaching hospitals treat more severely ill patients than do other hospitals, many of them are in inner-city locations where costs are high, and many treat more poor patients than the average hospital.

All of those factors can increase a hospital's costs, Mr. Anderson said, but the government has not developed precise procedures for measuring them.

The Administration would also freeze the amount that physicians, including those in teaching hospitals, are reimbursed for their services to Medicare patients, for a saving of $500-million.

Arts and humanities. The President asked Congress to reduce spending on the National Endowment for the Humanities by $13.5-million, or about 10 per cent, to $126-million. The agency said it would spend $5-million to preserve human-

Continued on Following Page

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Budget

Continued from Preceding Page

ities materials that are deteriorating and continue to give special attention to projects commemorating the bicentennial of the Constitution.

Another top priority of the humanities endowment would be to encourage the creation of television programs that "interpret masterworks in the humanities for general audiences."

The National Endowment for the Arts would receive $144.5-million in fiscal 1986—about a 12-per-cent cut. The Administration is seeking to phase out the Institute of Museum Services, also part of the National Foundation on the Arts and the Humanities, by cutting its budget from $21.5-million to just $292,000 in fiscal 1986. That amount would be used to administer grants made in past years.

Facilities. The Administration asked that $28-million allotted for the construction of college and university facilities this year be rescinded "because it is not considered appropriate to initiate a new federal program at this time to provide significant resources to support the physical plant of colleges and universities," an O.M.B. document said. "The National Science Foundation and other federal agencies currently operate programs to improve higher education research facilities."

The Administration also said that "basic responsibility for postsecondary institutional support lies with the institution itself, state and local governments, and private sector users and beneficiaries."

Thomas J. Linney, Jr., director of government relations for the Council of Graduate Schools in the United States, said the elimination of support for facilities would probably lead more institutions to try to circumvent the usual process of peer review. More institutions would be likely to seek money to build facilities by appealing directly to their local Congressman or to Congressional appropriations committees, he predicted.

Developing institutions. The Administration asked Congress to appropriate the same amount as this year, $141.2-million, to help developing institutions. However, the budget said the President would ask Congress to revamp the way in which federal funds are provided to such institutions to simplify the distribution process and to encourage recipients of federal aid to become more self-sufficient.

Funds for endowment grants in the program would be increased to $23.2-million—a rise of about $8-million. But money for challenge grants would shrink from $6.4-million to $5-million, as part of the Administration's attempt to phase out such grants.

Eligibility requirements would also be tightened to concentrate aid on institutions that serve large numbers of disadvantaged students.

Spending on the Minority Institutions Science Improvement Program would be frozen at the fiscal 1985 level of $5-million.

Minority recruitment. The President proposed to cut by more than half the amount provided for programs to encourage minority and disadvantaged students to enroll in college—a request he has made in previous years.

Congress has strongly opposed the proposal and provided $174.9-million for the program in 1985. In fiscal 1986, the President is seeking $82.3-million.

The Administration said it would propose legislation to eliminate support for programs that do not provide direct services to students and would seek to require institutions to pick up a larger share of the costs of providing the special counseling, guidance, and remedial programs.

International education. Arguing that programs in international education should not be maintained because of the federal budget deficit, the President called for elimination of the $32-million allotment, part of which is used to provide about 700 graduate fellowships annually for training in foreign languages and area studies.

Private support is available to continue most of the activities provided by many of these programs, budget documents contended.

Postsecondary Fund. The Administration proposed to abolish the popular Fund for the Improvement of Postsecondary Education, which last year received $12.7-million. The Education Department's budget statement said that while the program had been quite successful, "improvements in the delivery of higher education are primarily the responsibility of the institutions themselves and are in their own interests."

For similar reasons, the President called for the elimination of the $14.4-million cooperative-education program for colleges and universities.

Libraries. As he has in previous budget requests, the President proposed to wipe out all federal spending on libraries.

Last year Congress rejected similar Administration proposals and appropriated $6-million for research libraries and $1-million for the training of librarians.

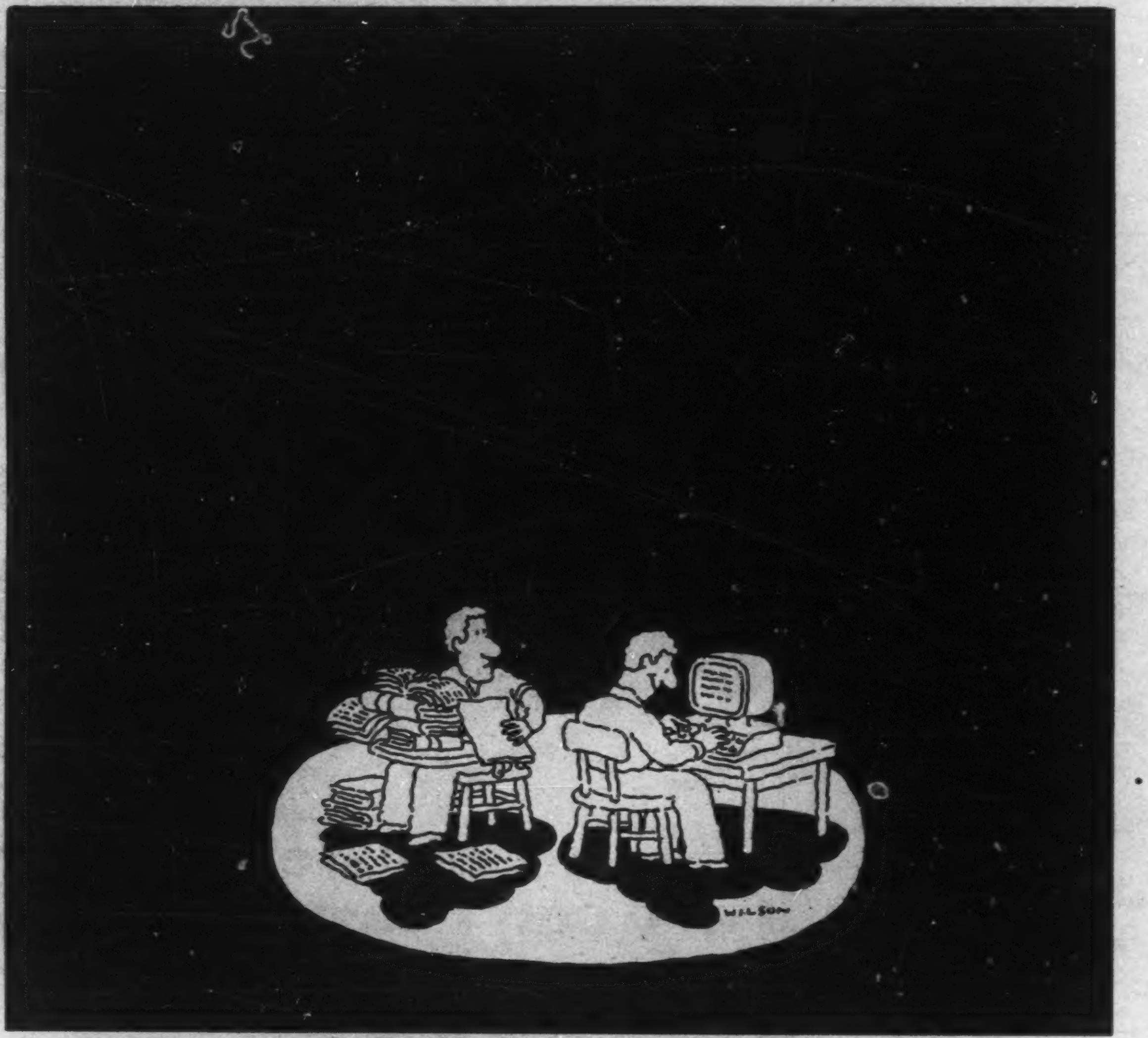
Administration officials contended that there was no longer a "critical shortage" of professional librarians, and that needy students interested in becoming librarians could take advantage of general federal student assistance instead of obtaining aid through a special program.

Vocational education. President Reagan proposed spending $738.4-million on vocational-education programs—the same amount Congress has provided for the past two years. Of that amount, about $716-million would be disbursed to the states in the form of block grants.

Last year Congress authorized $950-million per year for aid to vocational education. States are required under that new law to spend 20.5 per cent of their funds on adult-training programs, setting aside 8.5 per cent of the adult-training money for programs that serve single parents and homemakers. Forty-three per cent of state grants must be earmarked for improving and expanding vocational-education programs.

Other programs in the new Vocational Education Act that would benefit many postsecondary institutions—such as a program that would train workers in high-technology fields—would not receive support in fiscal 1986 if Congress adopted the President's proposal.

Postal subsidies. The President recommended that the Postal Service receive no more subsidies for handling certain types of mail at reduced rates. Non-profit groups would be expected to pay 12½ cents for each piece of mail they sent out by bulk mail in fiscal 1986. About $748.9-million is now being spent on such subsidies.



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News Summary

Articles on inside pages

Scientists are searching for the star believed to be responsible for the periodic extinction of species on earth. Story on Page 5.

The "Top 40" books held by libraries in the O.C.L.C. computer network are mostly reference works and nonfiction best sellers. Story and list on Page 10.

The improvement of undergraduate education will not happen unless faculty members are involved, according to key participants in the debate over quality in colleges and universities. Story on Page 18.

A seat on the Education and Labor Committee is one of the less coveted posts in the House of Representatives. Story on Page 21.

Department chairmen should become more involved in management, planning, and fund-raising, participants in a recent conference were told. Story on Page 27.

Cheating may be on the rise in women's basketball, according to some observers. Story on Page 31.

A successful venture by the Soviet Union to train third-world students, the Patrice Lumumba People's Friendship University is celebrating its 25th anniversary this month. Story on Page 35.

France has pledged $2-million to help the United Nations Educational, Scientific, and Cultural Organization cope with its financial crisis. Story on Page 35.

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NO SHOCK, NO PARANOIA

A Personal Computer for Every Freshman: Even Faculty Skeptics Are Now Enthusiasts

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Drew University students can go to this room in the main computer center to use a personal computer.

By JUDITH AXLER TURNER

MADISON, N.J.

When the liberal-arts college at Drew University decided last year to become the first in the country to provide all of its freshmen with personal computers, many faculty members and administrators crossed their fingers.

Some feared that the introduction of the Epson QX-10 computers to the decidedly non-technical college would change the character of the institution. Others feared that Drew's traditional emphasis on teaching rather than on research would fall to the necessity of learning to program and to the increasing use of computer-aided instruction. And still others feared that admissions applications would drop as news of the computer requirement spread.

None of those fears have been realized—particularly in the admissions office. Applications to Drew rose 49 per cent after the computer plan was announced, and the average scores of incoming freshmen on the Scholastic Aptitude Test rose nine points on the verbal section and nine on the mathematics section.

Over all, Drew is changing as a result of the computer requirement, although often

Continued on Page 14, Column 1

Trustees, Vexed over Colleges' Quality, Said to Mull Role in Academic Affairs

By ROBERT L. JACOBSON

WASHINGTON

The growing dissatisfaction with the quality of undergraduate education is leading boards of trustees to assume more direct responsibility for academic decision making, in the opinion of some experts on college and university governance.

They say the trustees' new assertiveness is beginning to redefine the long-standing principle that they should act only as policymakers and overseers, and should not interfere in everyday academic affairs. Any fundamental change in that precept is likely to put governing boards increasingly at odds with faculty members and academic administrators, the experts say.

"It's a very touchy topic," says Barbara E. Taylor, director of a new Institute for Trustee Leadership at the Association of Governing Boards of Universities and Colleges.

"Trustees are going to get pulled into this whether they want to or not," she says.

In a major report released here last week, a select committee of the Association of American Colleges accused faculty members of bearing the main responsibility for a "collapse of structure and control" in the undergraduate curriculum, and it called on trustees to "ask searching questions about whether academic programs are of high quality and consonant with their institutions' mission."

"A board that fails to provide itself with frequent and thorough review of key curricular issues is neglecting its duties," the committee said, "for one of those duties is

Continued on Page 18, Column 1

Reagan Officials Chide Colleges and Students

In defending White House budget cuts, two officials of the Reagan Administration—Education Secretary William J. Bennett and Budget Director David A. Stockman—have taken jabs at college presidents and students. See stories on Page 21.

Note Pad

Some college lobbyists, engaged in fighting to persuade lawmakers on Capitol Hill to reject President Reagan's recommended budget cuts for higher education, are unhappy about the timing of a report by the Association of American Colleges attacking the validity of the bachelor's degree.

The report, released a week after as the President's fiscal 1986 budget, stressed the "decline and devaluation" of the baccalaureate and placed much of the blame on faculty members and incoherent curricula.

One lobbyist noted that the association had always prided itself on being non-political, but that the timing of the release could not help having a political impact.

Said another lobbyist, "The report found many problems, but when a man's in a dentist's chair under anesthesia, that's not the time to attack him. The timing of the release was innocent but mindless. Nobody there bothered to look at the calendar."

•

"We had this timed for three years," said Mark Curtis, president of the association. "We didn't know there would be any budget such as was presented even as recently as a year ago, when the final date was set for this year's annual meeting and the release of the report."

"I think the criticism is uninformed," he said.

Last week, he noted, his association passed a resolution saying that reports urging improvement of undergraduate education "mean that there is less reason than ever to cut out appropriations," as the Administration proposed, for programs that would assist in developing excellence—such as aid to college and research libraries, foreign-language and international studies, institutional support, and graduate fellowships, as well as student aid.

•

Members of the U.S. Commission on Civil Rights complained last week at the group's monthly meeting that they had not been allowed to review a publication outlining the views of commissioners on a Supreme Court ruling involving affirmative action, before the staff director distributed it to the public.

As a result, the commission voted unanimously that the staff director, Linda Chavez, "undertake to afford" them the chance to review and comment on official policy and position statements before their release.

The complaints stemmed from the distribution at a press conference of "Toward an Understanding of Stotts," a publication that contained statements by four commissioners on the Supreme Court's ruling in *Firefighters Local Union No. 1784* v. *Stotts*. In that case the Court ordered officials in Memphis to drop a plan that protected the jobs of some recently hired black firefighters during layoffs of city workers.

Ms. Chavez argued that the commissioners had seen the publication, although not in final form, and now were seeking to "restrict the power of the staff director in ways that it had not been restricted in 27 years."

Washington

Bennett and Stockman, Backing Aid Cuts, Rap Students and Presidents, Draw Colleges' Fire

Stockman

WASHINGTON

David A. Stockman, director of the Office of Management and Budget, has been sharply criticized by college officials after telling a Congressional panel that they are opposing President Reagan's proposed cuts in student aid because they are worried about their budgets, not about the welfare of their students.

"Now you're going to get a lot of pressure from colleges," Mr. Stockman told the House Appropriations Committee. "They're not worried about the student. They're not worried about equity in America. They're worried about financing their budgets."

"We can no longer afford to subsidize colleges in the guise of helping middle- and upper-income students finance high-cost educations," Mr. Stockman added in testimony on President Reagan's proposed budget for fiscal 1986.

Mr. Stockman has said in the past that "reducing excessive subsidies to both students and lending institutions and eliminating subsidies to middle- and upper-income students is essential to stem budget hemorrhage."

Associations' Letter

In a letter, the heads of several higher-education associations told Mr. Stockman:

"You're right about one thing," they said. "[College administrators] are indeed worried about financing their budgets, as well they should be, just as you undoubtedly are worried about financing yours, as well you should.

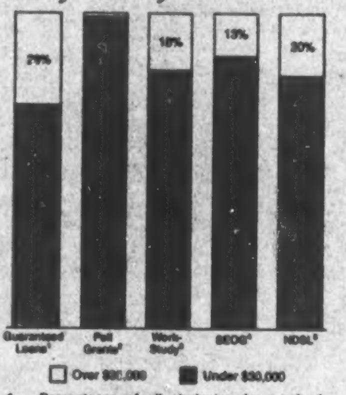
"More than anything, Mr. Stockman, educators are concerned about their students. That's why they are educators. More than anything, after the welfare of their students, educators are worried about equity. That's why, with their advocacy and Congressional action, we have equal educational opportunity in this country, buttressed by the student-aid programs that you would cut back. We are suprised and chagrined that you would seek to ascribe selfish motivations to educators who defend this nation's advances toward equalizing opportunity and inviting the least among us, in terms of financial well-being, to share in our national resources and our future."

Higher-education representatives have said that Mr. Reagan's budget proposals would result in a drop in college and university enrollments, which would further hurt institutions that already are financially strapped. They also have said that such enrollment declines might force some private institutions to close their doors.

If the President's proposals are enacted,

Continued on Page 25, Column 1

Student Aid Recipients by Family Income



1. Percentages of all students who received Guaranteed Loans in fiscal 1982.
2. Percentages of all students who received Pell Grants in fiscal 1983.
3. Percentages of dependent undergraduate students who received aid under the College Work-Study program in fiscal 1983.
4. Percentages of dependent undergraduates who received Supplemental Educational Opportunity Grants in fiscal 1983.
5. Percentages of dependent undergraduates who received National Direct Student Loans in fiscal 1983.

SOURCE: WASHINGTON OFFICE, THE COLLEGE BOARD

Bennett

By DONNA ENGELGAU

WASHINGTON

William J. Bennett, at his first press conference as Secretary of Education, strongly endorsed President Reagan's plan to cut federal spending on student-aid programs and suggested that some students now receiving aid may have to consider "divestitures of certain sorts—like a stereo divestiture, an automobile divestiture, or a three-weeks-at-the-beach divestiture."

Mr. Bennett's comments drew quick fire from students, higher-education groups, and the chairman of the Senate Education Subcommittee.

"If I knew he would make these kinds of statements, he would not be the Secretary of Education," said Sen. Robert T. Stafford, Republican of Vermont and a member of the panel that recommended Mr. Bennett's confirmation to the full Senate.

An Apology Demanded

Gregory T. Moore, president of the United States Student Association, called upon Mr. Bennett to apologize for a "statement that was an insult to parents and students."

Kathy A. Ozer, legislative director of the same group, said Mr. Bennett's remarks were "very scary and insensitive" and "not a reflection of the students we all represent."

The student leaders contended that the President's student-aid proposals would force many students to drop out of college, particularly some at expensive private institutions. They urged that no cuts at all be made in the student-aid programs.

At his press conference, Mr. Bennett said he did not mean to apply his remarks about stereos and vacations to all students receiving aid. But he said it was clear that the President's proposals would cause some hardships—possibly forcing some students to choose less expensive colleges

Continued on Page 24, Column 1

Lawmaker Happy with Seat on Unpopular Education Panel

JOHN C. PHILLIPS

Rep. Augustus F. Hawkins of California is now the chairman of the House Education and Labor Committee.

First-term Democrat has nine colleges in his district

By STACY E. PALMER

WASHINGTON

For freshman Rep. Terry L. Bruce, a Democrat from Illinois's 19th district, the House Education and Labor Committee was a natural choice in his search for an attractive committee assignment.

Although he has been a Congressman for only six weeks, the 39-year-old Mr. Bruce knows that getting the right committee seat is one of the best ways he can attract the attention of voters in his district—and help assure his re-election in 1986.

With the Urbana-Champaign campus of the University of Illinois located in his district—as well as eight other colleges and universities—Mr. Bruce also knows that many of his constituents will be watching his actions closely as the battle develops over President Reagan's proposal to slash the federal student-aid budget by $1.6-billion.

And he knows they will be following his participation in deliberations over the renewal of the Higher Education Act, which are scheduled to begin in the spring in the Education and Labor Committee. Playing an active role in this process is important to his political survival, he says, because about 15 per cent of the voters in his district are teachers and another 11 per cent are students.

But the Illinois lawmaker says there is more than personal political interest involved in his choice of committee posts. As the Democratic Party searches for ways to lure back the millions of middle-class

Continued on Following Page

Bennett Backs Cuts in Aid

Continued from Page 21

and some middle-income families to "tighten the belt even further."

"I think that he has unfairly accused the students of this country of ripping off the system," said Allan W. Ostar, president of the American Association of State Colleges and Universities. "Parents and students are making sacrifices. It's not three weeks' vacation at the beach."

Said Robert H. Atwell, president of the American Council on Education, "If you want to find abusers, you'll find them." But, he added, Mr. Bennett's comment implied that most students who receive federal aid use it for purposes other than to pay for their education. It also implied, he said, that needy students do not try hard enough to earn money to put themselves through school.

The Association of American Colleges said it would seek a meeting with Mr. Bennett to express its "deep opposition" to his statements.

Said a lobbyist for one major university association, "The remark about the stereo is embarrassing. To imply that the students of the country are ripping off the taxpayer is insulting, and to start maligning all because of a few is beneath his position."

Said Senator Stafford, "Regrettably, the Secretary's comments show contempt for students as well as parents and suggest a complete misunderstanding of the financial realities faced by low- and lower-middle-income families today.

"These families are not asking, nor have they ever asked, for a handout from the federal government. They are only asking for a hand in meeting skyrocketing education costs that the student will repay after leaving school."

At his confirmation hearing, Mr. Bennett sidestepped the issue of student aid, saying that he needed time to familiarize himself with the programs before he could make any recommendations for change. "I would look forward to working with the committee to talk about this, to see if a different figure could be, or should be, arrived at," he said

Representatives of college groups said the Administration's proposals would particularly hurt families with more than one child in college and force many students to attend public institutions when they might otherwise have chosen private colleges.

They pointed to data showing that for students receiving aid, federal assistance pays about half of the average cost of attending a public institution and 36 per cent at a private one.

But Mr. Bennett said, "I have some problems with the notion that the federal government has a responsibility to assure that every student can go to the school of his or her choice."

Mr. Bennett said he would "actively" support the President's proposals because they were needed to ease the federal budget deficit and to curb abuse in student-aid programs.

"It seems to me that the reaction to the Administration's proposal, which I think is a sound proposal, is way out of line with what the Administration is proposing, and with reality," he said.

Mr. Bennett told the Associated Press last week that college leaders were reacting to his remarks "like I've been breaking windows in church or something. Well, why not? What's sacred about higher education?"

Some students are attending college, he said, "because it is the American thing to do. Colleges, to some extent, are taking advantage of that reflex and not delivering in the way they should."

'Forced Out of College'

The National Institute of Independent Colleges and Universities reported that, under the President's plan to reduce federal spending on student aid, "more than one-fourth (27.3 per cent) of all aid recipients attending independent colleges and universities would have their awards reduced by an average of $1,371 under this proposal. Forty-three per cent of the students from families with incomes of less than $6,000, and more than 40 per cent of those with family incomes between $6,000 and $18,000, would have their aid cut substantially.

"Almost 22 per cent of aid recipients attending independent historically black colleges would lose some benefits, even though the average income of these students' families is only *$9,573 per year*. Since they would not be able to turn to their parents for additional assistance, campus aid officers fear that these students, whose families live below the poverty level, would simply be forced out of college."

Under Mr. Reagan's plan, funds for the Education Department would drop from nearly $18-billion this year to $15.5-billion in fiscal 1986. Student-aid programs would receive $6.3-billion, about $1.67-billion less than this year.

No student could receive more than $4,000 a year from all federal sources, including loans, grants, and College Work-Study funds. The budget also would restrict Pell Grants, College Work-Study, and National Direct Student Loans to students from families earning no more than $25,000 a year. Subsidized Guaranteed Student Loans would be restricted to students from families with annual incomes below $32,500.

Mr. Bennett said the President's plan would concentrate federal aid on the neediest students, instead of allowing middle-class students to "go to the college of their choice. The federal government is saying, this Administration is saying, that we want to provide opportunities for students to go to college who might not otherwise be able to go."

He added that the federal government's first responsibility should be to help the neediest students before giving aid to students who may, because of financial circumstances, have to choose a public institution over a private one. "And we should be candid in admitting this," Mr. Bennett said.

In comments on other topics at the press conference, Mr. Bennett said there were "many critical areas for the next few years' work in American education. This work is principally the American people's work, not the federal government's."

Mr. Bennett outlined several critical issues facing educators:

► How good is higher education? "We should look at higher education with the same scrutiny we have applied to secondary education," Mr. Bennett said.

► How can more attention be given to the hiring and continuing education of principals, superintendents, chief state school officers, provosts, chancellors, and college and university presidents?

► What is and what should be the content of every child's education?

► Where will good teachers come from and how can they be rewarded?

► How should American values be presented in the classroom?

► How can the education-reform movement started by the report *A Nation At Risk* be kept in the hands of elected officials, business and community leaders, and parents?

► How can confidence in the moral and intellectual authority of schools, principals, and teachers be achieved and maintained?

"In this period of renewal," Mr. Bennett said, "we should resist both those who declare premature victory—'the problem is solved'—as well as the cynics and the dampers, those who say, 'You can't do anything, what's the point of trying?' To this we should respond: We can do something, we are doing something, and we will stay at it."

Bennett Issues Warning to Education Dept. Officials

WASHINGTON

In one of his first acts as Education Secretary, William J. Bennett circulated a memorandum to senior officials in the agency warning, "We must remember that this department exists to serve only one interest group: the American people."

"Over the next few weeks, I will be studying the department and its functions," Mr. Bennett said. "During this time, and until further notice, you should take the following steps:

► "Review all program publications and activities of your office to insure they are consistent with the philosophy of the Administration.

► "Do not engage in any media appearance or give any public speeches or statements without providing ample time for clearance with the Assistant Secretary of legislation and public affairs. The same principle applies to formal and informal communications with Congress. There are no exceptions to this rule for any senior officer or employee of the department.

► "Master the budget details and rationale behind our budget proposals so that we can adequately explain and defend them in the upcoming budget hearings.

► "Keep travel and other overhead costs down.

► "Be prepared to defend to me the validity of any trip.

► "Review your grants to make sure they are not being used for political advocacy in any form."

Mr. Bennett concluded in his memorandum, "There's no reason precious taxpayer dollars should be used to underwrite political activities."

California's Rep. Hawkins Takes Over as Chairman of Education and Labor Panel

Continued from Page 22

who is next in seniority after Mr. Hawkins.

"Ford's far more vigorous," says Mr. Ornstein. "He would use the role more as a bully pulpit to focus on education issues."

Mr. Jerue of the state-colleges association contends that Mr. Hawkins's swift and vocal reaction to President Reagan's proposed cuts in education programs is a sign that under his leadership, the committee is planning to take an active role in the upcoming budget debate. "Hawkins seems to be developing a real public-relations sense," says Mr. Jerue.

The committee has held hearings on the education cuts in several cities, and Mr. Hawkins's criticisms of the budget have been well-publicized in the national news media.

Mr. Hawkins is similar to Mr. Perkins, most observers say, because he shares the Kentucky lawmaker's faith in the value of social programs that are well-financed by the federal government. Their personal styles, however, are quite different.

"Philosophically, they're basically the same," says a long-time aide to the committee, "but stylistically they are very different.

"Mr. Hawkins wants things to be very orderly. He likes everything in written form, so he can study it closely. Mr. Perkins, on the other hand, could tolerate a great deal of disorder and would listen to what aides had to say right as things were coming up on the floor."

Mr. Hawkins, who represents the Watts district of Los Angeles, is expected to emphasize legislation to stimulate the creation of jobs, particularly for members of minority groups, more than did Mr. Perkins, whose district was rural. Mr. Hawkins chaired various employment subcommittees for 11 years.

One of the California lawmaker's proudest accomplishments was the 1978 passage of the Humphrey-Hawkins full-employment bill, which he drafted with the late Sen. Hubert H. Humphrey, Democrat of Minnesota. The law increases the government's commitment to providing public jobs and calls for unemployment to be reduced to 4 per cent.

But education representatives say Mr. Hawkins has evinced a strong interest in education by taking over the subcommittee chairmanship that Mr. Perkins held until his death, the Subcommittee on Elementary, Secondary, and Vocational Education.

Mr. Hawkins has made passage of a measure that would nullify the Supreme Court's decision in the Grove City College case a top priority for the committee.

The ruling limits the coverage of several anti-bias laws to the units of an educational institution that receive direct federal assistance.

•

The Republicans on the panel are also facing a change in leadership. Rep. James M. Jeffords of Vermont will become the ranking Republican, replacing John N. Erlenborn of Illinois, who retired last year.

Mr. Jeffords has a reputation as a moderate on social-spending issues and is known as a maverick among his colleagues. Staff members say he's worried about the future of education. "He wants to know what the impact of what we're doing now will be in 2010," says Edith C. Baum, director of the committee's minority staff.

"Jeffords is more instinctively a supporter of education than Mr. Erlenborn was," says Mr. Jerue of the state-colleges association. "Erlenborn was skeptical of federal involvement, although ultimately he was supportive of a federal role in education."

Aides to Mr. Jeffords say that he has encouraged them to work closely with the Democratic committee staff and that his relationship with Mr. Hawkins is very cordial. The two men have worked together before on the employment subcommittee, where Mr. Jeffords was the ranking Republican.

In addition to the changes in leadership of the full committee, several of the panel's subcommittees will have new leaders. The Subcommittee on Postsecondary Education will have a new chairman, Rep. William D. Ford, replacing Illinois Democrat Paul Simon, who was elected to the Senate in November.

Mr. Ford, of Michigan, has chaired the subcommittee before, however, and shepherded through the House the Middle Income Student Assistance Act of 1978 and the Education Amendments of 1980, which greatly expanded aid to middle-income students and made Guaranteed Student Loans available to upper-income students. Mr. Ford relinquished the subcommittee chairmanship in 1980, when he became chairman of the House Committee on Post Office and Civil Service. This year, Democratic leaders gave Mr. Ford special permission to continue as chairman of the Post Office Committee while assuming the chairmanship of the postsecondary subcommittee.

Only 13 of the 32 members of this year's full committee were on the panel in 1980, when Congress last extended the Higher Education Act, and only 10 of this year's 23 members of the postsecondary subcommittee were members of the full panel during the drafting of that measure.

As a result, some observers worry that there is very little "institutional memory" among members and that it will take some of them a while to get a firm grasp on the complex issues involved in student aid.

But, they say, forthcoming battles over President's Reagan's proposals to limit financial aid to only the neediest students are likely to provide quick instruction on the basics and will probably be a dramatic prelude to the reauthorization debate.

Mr. Ford, who education lobbyists say has a detailed knowledge of federal higher-education programs, is expected to exert strong leadership in drafting an extension of the college-aid legislation, because so few of his subcommittee's members have expertise in the legislation.

Although many of the lawmakers are new to higher-education legislation, interest in the extension of the Higher Education Act was so great that the number of slots on the postsecondary subcommittee was expanded from 15 members to 23.

However, Mr. Saunders of the A.C.E. says it's still too early to tell how involved lawmakers will actually become in the reauthorization debate. "It remains to be seen how many people are really interested in reauthorization," he says. "The last time the act was reauthorized, not all that many people bothered to show up at hearings."

Equal-Employment Agency to Focus Its Probes on Individual Victims of Bias

By GAYNELLE EVANS
and CHERYL M. FIELDS

WASHINGTON

The Equal Employment Opportunity Commission announced a new policy last week that will intensify its investigations of individual discrimination charges but move the agency away from large class-action complaints against employers.

The commission will also direct investigators to seek hiring, back pay, or other remedies only for proven victims of discrimination, not for people who are only members of a group that has been discriminated against in the past.

The policy is in line with efforts by the Justice Department's Civil Rights Division to focus federal enforcement of civil-rights laws on individual victims of bias and discourage the use of affirmative-action plans, even voluntary ones.

Fred W. Alvarez, a member of the commission, said the new policy would return the commission to its proper role as a law-enforcement agency. "At one time you could not count on us to sue you if you had violated the law," he said. "But now, if you violate the law and don't settle with us, we'll sue you."

Some critics of the new policy said it would undercut the agency's effectiveness by shifting the commission's attention away from the more far-reaching class-action lawsuits against large employers or entire industries.

The relatively minor amounts of money involved in most individual claims "do not carry the same threat against employers as the large settlements in class-action suits," said Barry Goldstein, a lawyer for the N.A.A.C.P. Legal Defense and Educational Fund. "Class action was the club over employers' heads. Now, the E.E.O.C. is removing that threat."

Under the new policy, the agency will file lawsuits in all cases in which it finds evidence of discrimination—including complaints that were previously ignored because they involved settlements that were "too small" or cases that were "uninteresting," said Clarence Thomas, chairman of the commission.

In some cases, the cost of litigating the suits may be smaller than the "$200 to $300" settlement involved, said Commissioner William A. Webb. The new policy is a "radical approach," he said, one that puts the commission on "the threshhold of what we were meant to do."

Each year commission lawyers have taken to court less than 10 per cent of all cases in which discrimination was found, said Johnny J. Butler, acting general counsel of the E.E.O.C. Under the new policy, the number of lawsuits should increase from 200 to 1,000, he said.

1,319 'Fell Through the Cracks'

In 1984 the E.E.O.C. found discrimination in 1,603 cases, of which only 284 went to court. The remaining 1,319 "fell through the cracks," said Mr. Thomas. "These are the ones we're after now."

Rep. Augustus F. Hawkins, Democrat of California and chairman of the House Education and Labor Committee, was skeptical. "It would be next to impossible to litigate each and every case of discrimination, under the commission's current staffing level," he said.

Mr. Thomas argued, however, that the average case load for commission lawyers "can be increased significantly" from the current level of two to three cases each. "We think we can do it with what we have."

Under the new policy, the commission said, victims of employment discrimination can expect:

► "Corrective or preventive action" to be taken by the employer to make sure that similar violations do not occur again.

► Full compensation for any loss of earnings.

► "Unconditional offers" to place victims of bias in the job they would have had if no discrimination had occurred, even if the job has been filled by another person.

Asked if such offers would not create another set of victims in the work place—those who were given jobs through discriminatory actions over which they had no control—Mr. Thomas replied, "Not really. We're talking about a job that should have gone to that victim, not a job based on goals and timetables."

However, Mr. Goldstein, of the N.A.A.C.P. Legal Defense Fund, said he was not sure that such an action would be legal. "I wish them a lot of luck with that one," he said. "Employers may look at them and say they are dreaming."

The new policy is the third issued by the commission since early 1984 in an effort to standardize procedures for its regional directors and lawyers. The first two policies set standards for investigating claims and for determining which cases would come before the commission.

"At one time our lawyers could make decisions on how cases would be investigated, or whether certain back-pay, dress-code, and discipline cases would be sent to the commission," said Mr. Butler.

As a result, "many cases never made it to Washington," he said. "Now our lawyers can no longer make decisions based on the significance of an issue."

Hiring Plans 'Shunned'

William B. Reynolds, Assistant Attorney General for civil rights, said in a speech last week that making sure that each individual is treated fairly and does not receive a job or promotion just beause he or she belongs to a particular group, was the Reagan Administration's goal.

He added that court-ordered hiring plans for members of minority groups and women were being shunned by some lower courts, following a ruling by the Supreme Court last year.

The decision, known as *Firefighters Local Union No. 1784 v. Stotts*, threw out a consent decree ordering officials in Memphis to disregard a seniority system and protect the jobs of newly hired black firefighters when budget problems forced layoffs of city workers.

Some lower courts have ruled, however, that the decision did not invalidate court orders requiring affirmative-action hiring under voluntary plans or plans adopted by state agencies.

Even so, Mr. Reynolds said, "It will not be long, I predict, as momentum builds, before we will be able to put behind us for good, court-ordered 'affirmative action' in the form of racial quotas, goals and timetables or minority set-asides."

Argument Called 'Irresponsible'

Drew Days, who held Mr. Reynolds's position during the Carter Administration, said that interpretation was based on a speech given by Justice Harry A. Blackmun and not on what the Court's majority said in the Memphis case.

Said Mr. Days, who is now a law professor at Yale University, "I'd be laughed out of the classroom at Yale if I presented such an argument as a way of reading Supreme Court decisions. It's a very irresponsible way of describing what the Supreme Court did."

Mr. Reynolds also contended that a ruling by the Court in 1979 upholding a temporary voluntary affirmative-action training program by a private employer was limited to such training programs, and did not cover programs that relied, "for example, on racial quotas, goals or preferences with regard to hiring or promotion decisions."

"The federal government must no longer seek, either judicially or administratively, to impose race-conscious goals, quotas, or set-asides preconceived racial balance in the work force," Mr. Reynolds said. A set-aside occurs when some of the contracts for, say, a construction project are "set aside" for minority-owned businesses.

He also suggested for the first time that the federal government should stop requiring employers to submit statistics about their work force according to race or sex.

"In the separate context of voluntary measures outside the judicial or quasi-judicial arena," he said, "we should similarly dispense entirely at the federal level with all reliance on reporting or other requirements that insist on grouping people according to skin color or gender and on opening and closing employment opportunities based upon numerical formulas that count by race or sex."

Colleges Assail Stockman Charge About Concern for Students

Continued from Page 21

"the chances of many colleges' closing would be very good," said William A. McNamara, a spokesman for the National Association of Independent Colleges and Universities.

Under the President's proposed $15.5-billion budget for the Education Department, student-aid programs would receive $6.3-billion, or $1.67-billion less than this year.

The proposal would deny federally subsidized Guaranteed Student Loans to students from families earning more than $32,500 a year, place a $4,000-a-year limit on the total federal aid a student can receive, and restrict Pell Grants, College Work-Study, and National Direct Student Loans to students from families who make no more than $25,000 annually. In all, those plans would cut off aid to about one million students.

Mr. Stockman's remarks were "unsettling," said Rep E. Thomas Coleman, Republican of Missouri and ranking minority member of the House Subcommittee on Postsecondary Education. The Administration, Mr. Coleman said, has launched a "coordinated attack on higher education. Obviously, this is pretty hardball stuff they're pushing."

Mr. Coleman added, "I don't know if there's going to be that much support for this budget."

Said Mr. McNamara, "We're appalled and dismayed by Stockman's statements because they were so far off the mark. To characterize education as not caring about students, only itself, is so patently absurd."

'Mr. Stockman Is Off the Mark'

Said Robert H. Atwell, President of the American Council on Education, "I think Mr. Stockman is off the mark in several respects. He misunderstands how the complexity of American higher education has changed a great deal and that parents and student contributions have increased in recent years. We've got self-help out there. He doesn't seem to understand the student aid programs he's administering, which are based on self-help."

But Lawrence E. Gladieux, executive director of the College Board's Washington office, said, "I think Stockman feels very strongly that these programs have run amuck. At some point we have to get down to how some savings can be made in the student-aid programs. I think that there can be changes and tightening up in the programs without doing severe damage." —DONNA ENGELGAU

Washington Notes

Education Dept. Recognizes Home-Study Degrees

The Department of Education has announced that, for the first time, it will recognize academic degrees offered through correspondence study.

The accrediting commission of the National Home Study Council was authorized this month to accredit programs offering associate, bachelor's, and master's degrees.

Home-study schools offer degrees in such fields as business management, accounting, electronics and engineering technology, travel and tourism management, and theology.

Federal Grant to Ford, Union to Help Retrain Auto Workers

A grant from the Department of Education to the Ford Motor Company and the United Auto Workers Union will help retrain about 75,000 Ford employees in five states.

The $500,000 grant will pay for training college faculty members to assess employees' life and work experiences for potential college credit.

The U.A.W.-Ford National Development and Training Program, financed jointly by the union and the company, already has had more than 15,000 participants.

In addition to retraining employees, the program helps 256 participating colleges and universities in Illinois, Indiana, Michigan, Missouri, and Ohio incorporate new technology and business practices into their curricula, and encourages the institutions to provide instruction at work-sites, department officials said.

In Federal Agencies

Agriculture research. The Department of Agriculture has issued final rules for its Special Research Grants program, which provides funds for research on agricultural problems specified by Congress. The rules took effect February 1 (*Federal Register*, February 8, Pages 5,498-504).

Budget deferrals. The Office of Management and Budget has published a list of the fiscal 1985 budget deferrals requested by President Reagan (*Federal Register*, February 14, Pages 6,324-8).

Copyrights. The Library of Congress has proposed amendments to rules for the registration of claims to copyrighted materials. The amendments liberalize, clarify, and expand certain requirements governing such deposits of materials. The public has until March 29 to comment (*Federal Register*, February 14, Pages 6,208-17).

Copyrights. The Library of Congress has announced the availability of a new Compendium of Copyright Office Practices (*Federal Register*, February 14, Page 6,208).

Data collections. The following federal agencies have published lists of the data-collection requests that they have submitted to the Office of Management and Budget for review: Department of Health and Human Services (*Federal Register*, February 8, Pages 5,427-8), Department of Education (*Federal Register*, February 11, Page 5,658), Department of Education (*Federal Register*, February 14, Pages 6,235-6).

Medicine library. The Public Health Service has proposed revisions of regulations that govern programs of the National Library of Medicine. The revisions would permit the regional medical libraries to recover part or all of the costs of providing photocopies of biomedical materials and improve the readability of the regulations. The public has until April 12 to comment (*Federal Register*, February 11, Pages 5,638-46).

Science. The National Science Foundation has published a list of the annual reports from its advisory committees that have been filed with the Library of Congress (*Federal Register*, February 7, Page 5,331).

Science board. The National Science Board, the policy-setting body of the National Science Foundation, has published a list of its members and a request for nominations to fill five vacancies. Nominations must be submitted to the board by April 1 (*Federal Register*, February 1, Pages 4,822-3).

Student aid. The Department of Education has issued final rules governing the approval of the "plan for doing business" that state agencies must submit if they issue tax-exempt bonds to make, purchase, or provide financing for loans under the Guaranteed Student Loan and PLUS programs. The rules take effect 45 days after publication. The department also requested public comment on the rules, which may be amended, by March 11 (*Federal Register*, February 8, Pages 5,506-41).

New Bills in Congress

WASHINGTON

Following is a summary of bills of interest to higher education that have been introduced in Congress. Copies of bills may be obtained from Senators (Washington 20510) or Representatives (Washington 20515).

SENATE

S 415—Research. To amend the Public Health Service Act to establish a National Institute of Arthritis and Musculoskeletal and Skin Diseases. By Senator Goldwater (R-Ariz.) and 20 others.

S 431—Civil rights. To restore the broad scope of coverage and to clarify the application of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title VI of the Civil Rights Act of 1964. By Senator Kennedy (D-Mass.) and 48 others.

HOUSE OF REPRESENTATIVES

HR 800—GI bill. To insure an orderly transition to a three-year trial of the new peacetime GI bill. By Representative Montgomery (D-Miss.).

HR 1000—Job training. To amend the Job Training Partnership Act to require the establishment of an education component in the summer youth-employment programs authorized by the law. By Representative Williams (D-Mont.) and 17 others.

Washington People

Donna M. Alvarado, Deputy Assistant Secretary of Defense for equal opportunity and safety policy, has been nominated to be director of ACTION, the federal volunteer agency.

Edward L. Schneider, associate director of the National Institute of Aging, has been named deputy director.

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Big Boom at Potsdam

Artist Dennis Oppenheim ignites his sculpture of fireworks and metal on the snowy campus of the State University of New York College at Potsdam.

Rigor Is Urged in Preparation of New Teachers

Panel seeks higher standards for admissions, graduation

By KAREN J. WINKLER

DENVER

Colleges that train schoolteachers should stiffen their admissions and graduation requirements and give prospective teachers a bigger dose of the liberal arts, a national commission said here last week.

The National Commission for Excellence in Teacher Education also called for improvements in the schoolteachers' working conditions and salaries.

The independent commission was set up last spring by the American Association of Colleges for Teacher Education and was financed in part by a discretionary grant from the then Secretary of Education, Terrel H. Bell. Its report was released last week at the association's annual meeting.

Noting that "the quality of teacher education programs has been widely criticized, as has their poor performance in setting standards," the commission's report concludes, "the criticism is valid."

It calls on colleges to toughen their requirements for students entering teacher-training programs and to test students more rigorously. It also recommends that colleges give future teachers a strong grounding both in the liberal arts—including a major in an academic field of study—and in teaching skills.

"We are calling for teacher-education programs to be made harder," C. Peter Magrath, president of the University of Missouri and chairman of the commission, said at a press conference here last week. "We are calling for a significant reform of teacher education."

The report was criticized by some, how-

Continued on Page 13, Column 1

The text of the report on improving teacher education begins on Page 13.

Governors Call on Federal Government to Boost Aid for Graduate Education

Ask U.S. to reduce students' growing reliance on loans

By CHERYL M. FIELDS

WASHINGTON

The nation's governors last week urged the federal government to increase its support for graduate education and to reduce college students' growing reliance on loans to finance their education.

The National Governors' Association also warned against any changes in the federal tax code that would substantially diminish charitable giving to institutions of higher education, particularly small private colleges.

It was the first time the governors had called for a balance between federal grants and loans to students, and the first time the group had taken note of the effects of changes in federal tax policy on higher education.

States provided $21.8-billion, or 30.3 per cent, of colleges' operating budgets in fiscal 1982, while the federal government contributed $8.3-billion, or 11.5 per cent, the governors noted in their policy statement.

States and the federal government share responsibility for insuring that students have adequate access to opportunities for postsecondary education, as well as main-

Continued on Page 27, Column 2

THAT'S ENTERTAINMENT

Sex Is Hot. The Russians Are Hot. Niceness Is Hot.

By THOMAS J. MEYER

CHICAGO

What, exactly, do today's college students want?

"Sex," says Randy Chaplin. "Sex is very, very big."

That is good news for Mr. Chaplin, whose agency promotes Dr. Ruth Westheimer, a nationally known sex therapist who has lectured at more than 60 colleges in the past year, garnering up to $7,000 per engagement.

Her presentation, says Mr. Chaplin, is "the hottest thing going on American campuses."

Mr. Chaplin's company, New Line Presentations, is also working to cultivate a collegiate following for another client, Helen Fisher, an anthropologist whose $2,000-a-shot campus lectures begin with the line, "My first interest has always been sex," and include such statistics as the number of times the average American adult copulates every week (four), and the percentage of married males who are unfaithful (75 per cent).

Campus entertainment has become big business. Competition among lecturers and performers is growing more and more intense because student-activities budgets have been getting smaller, campus programmers say.

Hundreds of those performers and their

Continued on Page 12, Column 1

$200-Million from NSF for Supercomputers

Supercomputer research centers will be established at four universities under a five-year, $200-million project by the National Science Foundation. Story on Page 22.

News Summary

Articles on inside pages

More and more scientific organizations are allowing only U.S. citizens to attend their conferences. Story on Page 5.

Scholarly groups are concerned about reports that Edward A. Curran may become head of the humanities endowment. Story on Page 25.

Many professors believe a recent report on the declining value of the bachelor's degree places too much blame on them. Story on Page 29.

Walter Byers warned that the N.C.A.A. may begin to punish chronic rulebreakers by canceling entire seasons. Story on Page 31.

The French government has announced plans to develop a five-year university degree for exceptional students. Story on Page 35.

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State Officials See Loan Program Crippled

Continued from Preceding Page

danger that there will be no loan program.

"It's very nice to think of this as a great public service, but there will be pressure on the banks to put the money somewhere else."

Mrs. Frohlicher says it is expensive for state lending and guarantee agencies to administer the program, and that Mr. Reagan's proposals "are ripping at people's ability to make any money off of this."

Lenders, who now receive special interest allowances of up to 3.5 per cent would receive just 1.5 per cent while the student is in college and 3 per cent when the student leaves school. Lenders say such a reduction would give them no incentive to continue to make the loans, and that they would barely be able to cover their administrative costs.

"There would be few, if any, lenders who would participate in the G.S.L. program," says Muriel Johnson Murray, executive director of the State Educational Assistance Authority in Virginia.

"There are going to be very, very few lenders that can handle" the reduction in the special allowance, she says.

"I think it will shut the whole program down. We've got a lot of small-town lenders who are really in this program for community service, as are many lenders nationwide."

Says Eugene G. Cattie, executive director of the Virginia Education Loan Authority, "The President's proposals are beyond reality."

"It's not a question of whether lenders will disappear next year. It's going to be, Where will we direct our money over the next five years?" says Mr. Cattie, whose agency made $50-million worth of loans this year.

In an analysis of the President's budget, the Congressional Budget Office said that "all parties—students, lenders, and state guarantee agencies—would be affected, resulting in estimated savings of $0.5-billion in 1986 and $5.2-billion in 1986-1990. By 1990, projected program costs would be cut by 50 per cent."

The budget document added, "Some 35 per cent fewer students would be eligible for guaranteed loans in 1986 under the proposed tightening of eligibility rules."

The C.B.O. estimates that Mr. Reagan's proposed changes would cut the annual volume of new loans in half, reducing them to an estimated 4.8 billion in 1987. The estimated number of borrowers would drop from 3.6 million to 2.3 million.

Budget Office's Estimates

Under the Administration's plans to limit subsidized Guaranteed Student Loans to students whose families earn less than $32,500 per year, the C.B.O. says, "some one million students from families with incomes in excess of $30,000—almost 30 per cent of current borrowers—would be eliminated from the program as would another [300,000] with incomes below $30,000. The effect would be even larger than estimated here if private lenders dropped out of the program because of either a reduced demand for loans or reduced subsidies."

Lenders say they are concerned that the President's proposal to deny subsidized loans to students whose families earn more than $32,500 per year is essentially "telling us that we will have to turn some of our best customers away from the door," says Ms. Murray.

Students would be forced to pay more to borrow because interest rates on the loans would vary with the Treasury-bill rates.

Under the Administration's plan, the interest rate paid by borrowers, which is now fixed at 8 per cent, would be set at the average 91-day Treasury-bill rate for the quarter ending the March 31 prior to the academic year for which the loan is made.

In addition, the federal government would no longer pay a special interest allowance to lenders for Parent Loans for Undergraduate Students, beginning in academic 1986-87. The Administration also proposes that the annual interest rates on PLUS loans, now 12 per cent, be determined by the lender, provided they were no more than 3 percentage points above the 91-day Treasury-bill rate.

The Administration's aim is to make the PLUS program self-supporting. Students who took out PLUS loans, as they are allowed to do, would pay the government a fee of 1 per cent of the loan to cover estimated defaults in the program.

In its budget document, the Administration says the interest rate, coupled with a reduction in the special allowance, would "help stabilize the government's subsidy costs, while providing the lender a fixed, instead of variable, return on the loan as is the case with most similar commercial investments."

Dallas Martin, executive director of the National Association of Student Financial Aid Administrators, told the House Education and Labor Committee last week that the Administration had not consulted with state lending agencies or state guarantee agencies before proposing the changes in the Guaranteed Student Loan program.

Other proposed changes in the Administration's budget that would affect lenders and students include:

► Requiring lenders to disburse loan funds at least twice during the academic year. Interest payments and special allowances would be based on the amount of the loan disbursed. Now, interest payments and special allowance payments are based on the total amount of the loan, including funds that have not been disbursed.

Such a change, says Mr. Martin, would "certainly help to reduce the amount of future defaults, but it will also increase the administrative cost to the lender. When coupled with the proposed reduction in the special allowance and other administrative changes, the net yield to most lenders will be reduced to a level that will discourage many, if not all of them, from participating in the program."

► Reducing the "reinsurance" rate paid to state agencies from 100 per cent to a maximum of 90 per cent on any default claim that is paid on a Guaranteed Student Loan or PLUS loan made for the 1986-87 academic year. During that year and any succeeding year, the rate could drop to 70 per cent or 50 per cent, depending on the amount of an agency's cumulative net default rate compared to its loans that have entered repayment.

Now, agencies with default rates of 5 per cent or less are insured for 100 per cent of the loan they have made. Those with default rates between 5 and 9 per cent receive 90 per cent, and those with 10 per cent or more receive 80 per cent.

► Requiring state agencies to return to the federal government all of the remaining money that they originally received from the government to establish reserve funds, by October 1, 1986. The advances were originally given to state agencies as seed money to help them begin their loan programs. These funds now total about $176-million. No new advances would be made.

"All told, the Administration is estimating that it will guarantee $6.52-billion in guaranteed loans during fiscal 1986, compared to approximately $7.49-billion in fiscal 85," says Mr. Martin. "By comparison, it expects to guarantee $1.01-billion in PLUS loans in fiscal 86 compared to $443-million in fiscal 85. The net effect is that students and parents will have to pay more for student loans in fiscal 86 than they did in fiscal 85, assuming that they can find available private loan capital."

► Eliminating the $50-million in annual administrative allowances that the guarantee agencies receive. No new allowances, which are based on the volume of new loans made, would be paid. Guarantee agencies, however, would be able to retain 30 per cent of the amount they collect on defaulted loans.

The Administration contends that these policies "would provide more equitable cost-sharing between the federal government and the participating state-level guarantee agencies. They would also provide greater incentive for administrative cost reduction and for default prevention and collection."

Sen. Stafford's View

Sen. Robert T. Stafford, Republican of Vermont and chairman of the Senate Education Subcommittee, has said that while he did not support many of the President's proposals, he could support reducing the special interest allowance paid to lenders to 3 per cent. That would still allow lenders to "make a lot" and would save the government about $200-million, he has said.

Fritz M. Elmendorf, a spokesman for the American Bankers Association, notes that many banks participate in the Guaranteed Student Loan program, but his association is concerned with efforts to reduce the federal deficit and consequently would stay "out of any coalition to restore any cuts in the guaranteed student loan program."

Ms. Murray of the Virginia education-assistance agency says state agencies are considering Mr. Stafford's proposal. Although she and other guarantors and lenders oppose many of the President's proposals, she says, "there is some great potential for savings in this program."

One way to save money, she says, is to reduce the special allowance to 3 per cent while the student is in college. Another way is to require a "needs analysis" test before making guaranteed loans to any student. Now, students from families with annual incomes over $30,000 must meet a needs test before receiving a loan. But Ms. Johnson said that any changes in the program should be considered when Congressional committees draft bills to extend the Higher Education Act, rather than through the federal budget process.

Meeting Proposed to Tackle Problem of Institutions' Bypassing Peer Review

WASHINGTON

The National Science Board, the policymaking arm of the National Science Foundation, has urged that a conference be held to discuss "politically feasible solutions" to stop the increasing attempts by higher-education institutions to bypass the peer-review system and obtain federal funds for scientific facilities directly from Congress.

The board recommended that the foundation be co-host of the conference with the National Academies of Science and Engineering and the White House Office of Science and Technology Policy, and that it invite government, industry, and academic leaders to propose solutions to the problem.

The board noted in a statement that 15 universities had bypassed the review system in the past two years and obtained more than $100-million for new federal facilities on their campuses by appealing directly to members of Congress.

College Officials Say U.S. Understated Aid Cuts for Needy Students

WASHINGTON

Budget documents released by the Department of Education last month contained inaccurate estimates of the amount of money individual students would lose under the Administration's proposals to cut spending on Pell Grants in 1986, the National Association of Student Financial Aid Administrators charged last week.

The Reagan Administration is seeking to reduce funds spent on Pell Grants by about $830-million in fiscal 1986. This year, about $3.5-billion will be spent on the program.

To achieve its reductions, the Administration asked that eligibility for Pell Grants be limited to students from families that earn less than $25,000 a year. In addition, no student would be allowed to receive more than $4,000 in aid from all federal sources.

The impact of those proposals was "grossly underestimated" by the Department of Education because of mistakes in its calculations of how much aid students typically receive, contended Joan Holland, associate director of the financial-aid administrators' group.

The aid administrators said the Administration should have excluded the student receiving federal aid from its consideration of family size, as required by rules that the department has issued to determine eligibility for Pell Grants. If one member of a family of five is receiving aid, for example, for calculation purposes the size of the family would be four, under those rules.

In addition, the Administration incorrectly said the maximum Pell Grant in academic 1985-1986 would be $2,000 or 50 per cent of the cost of attending a particular institution, whichever is less. The actual figures should have been $2,100 or 60 per cent, according to the law enacted last year to set spending levels for the program.

The department's documents said, for example, that a student attending a relatively low-cost institution who comes from a family of four and has two parents whose combined income is $20,000 would receive a $570 award in 1986—a decrease of $615 from the amount the student would be awarded in 1985.

But the student-aid administrators said that when the calculations were done properly, the same student would actually receive no money in 1986.

New Table Being Developed

Officials in the Department of Education said the administrators were correct about the miscalculation of family size, and budget analysts are developing a new version of the table.

However, the officials said the use of the $2,000 maximum was not an error, because the Administration has asked Congress to change the maximum amount of money that students can receive from the Pell Grant program in the academic 1985-86 year to $2,000—not $2,100. That change is being sought to make up for an anticipated shortfall of $351-million in the program.

Ms. Holland said the financial-aid administrators had found several other inconsistencies in the budget documents issued by the Department, but none as serious as the errors in the calculations of the Pell Grant proposals.—STACY E. PALMER

2 Estimates of How Reagan Proposals Would Affect Pell Grants for 1986-87

Cost of attendance:	$3,000	$6,000	$9,000
$12,000 family income			
Education Department's estimates	$1,800	$2,100	$2,100
Student-aid officers' estimates	1,353	1,650	1,650
$15,000 family income			
Education Department's estimates	1,350	1,650	1,660
Student-aid officers' estimates	892	1,150	1,150
$20,000 family income			
Education Department's estimates	570	870	850
Student-aid officers' estimates	0	348	348
$25,000 family income			
Education Department's estimates	0	0	0
Student-aid officers' estimates	0	0	0

Note: Figures assume a family of four with two working parents.

SOURCE: NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

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News Summary

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Watching televised violence may lead viewers to behave aggressively, according to a vast body of research. But some scholars disagree. Story on Page 5.

The directors of National Public Radio have endorsed a five-year plan intended to bring financial stability to the troubled network. Story on Page 13.

Ninety colleges are operating on new calendars this year, and 71 of them have opted for an "early" semester. Story on Page 14.

William J. Bennett, the new Secretary of Education, has asked two top education officials to resign. Story on Page 19.

Legislation to nullify the Supreme Court's Grove City College decision is "overreaching," the U.S. Commission on Civil Rights said last week. Story on Page 19.

New rules for deductions involving home computers are among the most significant changes facing college employees preparing their 1984 tax returns. Story on Page 23.

Universities can save money by setting up a travel agency right on their campuses. Story on Page 23.

A group of university presidents has called for a convention of institutions that have big-time sports programs. Story on Page 27.

A proposal to revamp Japan's national university entrance examination has been endorsed by the country's *Ad Hoc* Council on Education. Story on Page 31.

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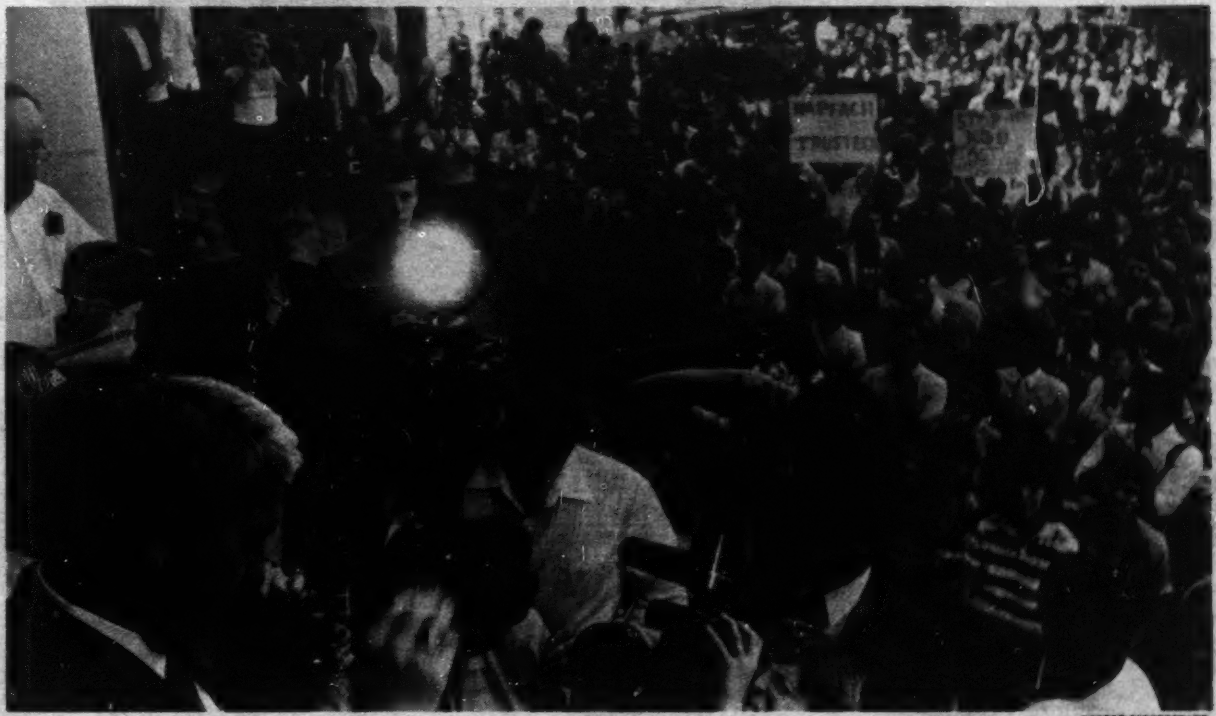
STUDENTS BACK PRESIDENT FORCED OUT BY TRUSTEES



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Bill L. Atchley (lower left), who resigned from the presidency of Clemson University after a dispute with trustees over athletic policy, talking last week with students who rallied in his support. See story on Page 27.

New Jersey's Schoolteacher Plan Alarms Schools of Education

Allows certification of those who haven't taken teaching programs

By KAREN J. WINKLER

DENVER

A New Jersey plan that allows the certification of schoolteachers who have never studied in teacher-education programs could jeopardize the future of those programs and lower the quality of the teaching profession, critics have warned.

The plan was the subject of extensive discussion at a meeting of the American Association of Colleges for Teacher Education here. Most of the comments were negative.

"New Jersey has implications for the whole teacher-education profession," said Dawn Vincent Martin, an associate professor of teacher education at Miami University in Ohio. "We're talking about the possible demise of college teacher-education programs."

The "alternative training program" was approved by the New Jersey State Board of Education last summer and is available to people seeking teaching jobs this spring. It allows anyone who has completed a baccalaureate program and passed a standardized examination in a particular subject area to be fully certified after teaching for one year as an intern in a New Jersey school district.

"This means that school districts will be

Continued on Page 18, Column 1

TIAA and CREF, Reaffirming Policies, Again Reject Withdrawal Proposals

By ROBERT L. JACOBSON

NEW YORK

The two private companies that operate higher education's principal pension programs last week strongly reaffirmed their traditional policy of providing "basic lifetime annuities—income that cannot be outlived"—and again rejected proposals that participants be permitted to make cash withdrawals or transfer past accumulations into other investment vehicles.

In their most comprehensive and formal statement on the subject to date, the Teachers Insurance and Annuity Association and the College Retirement Equities Fund declared that such proposals were "inconsistent with fundamental considerations of policyholder equity and fairness, in potential violation of existing laws, a violation of contractual obligations, a threat to the financial integrity of T.I.A.A., and a hindrance to the investment performance of T.I.A.A."

At the same time, however, the companies approved the creation of a new bond fund within C.R.E.F. for participants who want "the added flexibility of market valu-

Continued on Page 26, Column 1

6 in 10 Colleges Probing Quality of Curricula

By JEAN EVANGELAUF

Nearly six in every ten U.S. colleges are reviewing the quality of their curricula, according to a new survey.

The reviews are focusing on general-education requirements and the skills that graduates should possess—issues discussed in several recent reports on the quality of undergraduate education—according to the survey of top academic officers. The results of the survey are being released this week by the American Council on Education.

The survey also indicated that campus administrators were facing their responsibilities with renewed optimism, said the author of the survey report, Elaine El-Khawas, the council's vice-president for policy analysis and research.

"Higher education has gotten out of the negative stage, of just feeling beleaguered," Ms. El-Khawas said.

"The fact is that enrollment hasn't declined at a great many institutions. Credit is due to the academic administrators who strengthened their own procedures. All the dire predictions caused people to do a lot of hard work.

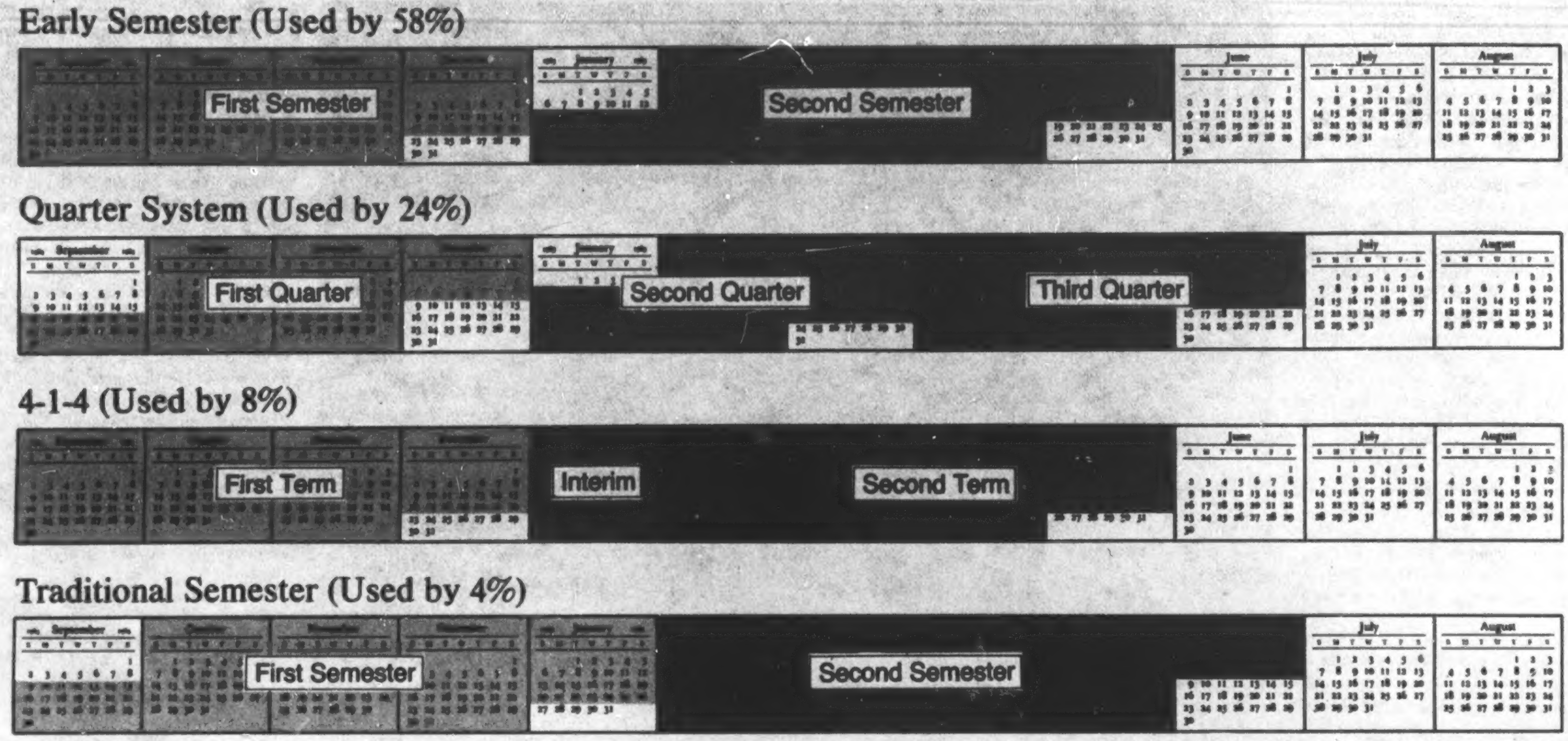
"There are problems, but I'm intrigued by the overall evidence that academe is moving ahead with a sense of confidence."

Among the evidence she cited:

► Nearly six in ten of the academic officers said that over the last five years their

Continued on Page 15, Column 1

The 4 Academic Calendars Most Colleges Use



Note: Dates are approximate. Other calendar plans, including the trimester system, were reported by 6 per cent of the institutions.

Popularity of 'Early' Semester Calendar Gains; 71 Colleges Switch this Year

By JEAN EVANGELAUF

The temperature can soar in South Dakota in late summer—one reason why the state's board of regents decided to begin the 1985-86 fall semester after Labor Day instead of in mid-August. The board didn't want students to suffer in classrooms and dormitories that lack air conditioning.

But the students said they didn't mind the heat. Their worry was that, if the academic year ended two or three weeks later than it had in the past, they would lose out in the competition for summer jobs. A stack of student petitions, combined with faculty opposition, led the regents to put off their calendar-changing. For 1985-86, classes will begin in August.

Changing an academic calendar is rarely an easy matter.

This year 90 colleges and universities are operating on new calendars, and 71 of them have opted for the "early" semester, in which the first term begins in late August and ends before Christmas, according to figures compiled by Orville C. Walz, president of Concordia College in Edmonton, Alberta.

At many institutions, the seemingly simple decision about when classes should begin and end is the culmination of years of wrangling, countless hours of committee meetings, and fervent student lobbying.

Changing the calendar is "a long, drawn-out, tedious task," Mr. Walz said. "As one registrar said to me, 'You hopefully only have to live through it once in your lifetime.' "

Concern about the college calendar is not confined to academe. In a number of states, representatives of the tourist industry have lobbied for the "traditional" semester calendar, which begins after Labor Day.

Their motivation is twofold. They want more families to take vacations in August, and they want their college-student employees to work through the end of the summer season.

Even so, the popularity of the traditional calendar continues to decline. The number of colleges and universities using it has dropped from 895 in 1970-71 to just 114 this academic year. Most of those 114 are in two states—California with 46, and New York with 25.

The number of institutions using the early-semester calendar has increased steadily from 680 in 1970-71 to 1,800 this year, according to Mr. Walz, who conducted the annual calendar study for the American Association of Collegiate Registrars and Admissions Officers.

Post-Christmas 'Lame Duck'

Washington State University is one of the institutions that have switched from the traditional calendar to the early-semester system for the 1984-85 academic year.

"We did it to eliminate the lame-duck period after Christmas. It was considered by many to be lost time," said C. James Quann, the university's registrar. "The second objective was to get out earlier in the springtime, so our students have an advantage in the labor market."

Although all of the other public colleges and universities in Washington are on the quarter system, switching to quarters was rejected because of the extra cost of registering students, collecting tuition and fees, and issuing grades three times a year instead of twice.

In addition, an early semester brings Washington State's calendar into line with that of the nearby University of Idaho, where many Washington State students take classes.

Although he called the switch "minor," Mr. Quann said his office had been busier than usual this year. "It really complicated things," he said. "We weren't allowed to give anyone vacations last summer. There were no vacations at Christmas because we had to get grades out."

The university did make special arrangements for 60 students who had difficulty returning to the campus in time for registration in August. They were allowed to register late or by mail without penalty.

The new calendar has "worked out quite nicely," Mr. Quann said. "Students and faculty alike were extremely happy with the experience of finishing before Christmas."

In South Dakota, the board of regents' initial decision to switch from the early to the traditional semester next fall was prompted by a desire to strengthen the academic program, according to Gordon Foster, the board's executive director.

In 1971 South Dakota dropped the traditional calendar in favor of the early one, but by the mid-70's the regents had moved the opening date from the second to the third week in August to accommodate the tourist industry in the western part of the state. "Those people didn't like it when, three-quarters of the way into the tourist season, suddenly the work force gets up and leaves," Mr. Foster said.

Then, about two years ago, as part of a new emphasis on the quality of education, the board decided that students should spend about 12 more days a year in class. The only way they could do that, without making the tourist industry unhappy again, was to switch the calendar back.

Two other "complications" contributed to the board's initial decision. One was the weather. "We've had intolerably hot days here," Mr. Foster said. "It reaches 100 degrees in late August, and not all of our classrooms and dormitories are air-conditioned."

The second was a measure approved by voters in South Dakota to require all public elementary and secondary schools to begin after Labor Day. The board wanted to put the colleges on the same schedule to make it easy for schoolteachers to enroll in continuing-education programs in the summer, and to enable university employees and their children to share the same schedule.

After the student and faculty objections surfaced, the board decided to put off the calendar decision until the spring or summer. "What it amounts to is that there are advantages and disadvantages to each approach," Mr. Foster said, and the final decision "depends on whose views are the most influential."

A calendar change has also been put on hold at the University of Georgia, which has been considering a switch from the quarter to the semester system, according to Virginia Y. Trotter, the vice-president for academic affairs.

However, the other public institutions in the state use the quarter system, and officials at those colleges feared that they might be encouraged to switch to semesters, too.

Ms. Trotter said the state board of regents had decided to postpone action on the university's request until after a new chancellor, H. Dean Propst, begins work this summer.

'4-1-4' Losing Ground

Another type of calendar losing popularity is the "4-1-4," which has two equal terms of about 16 weeks and a January term or winter session when students take an internship or study one subject intensively.

That calendar was most common in 1973-74, when 393 colleges used it. This year its users number only 255. Since 1970, 377 institutions have adopted the 4-1-4 calendar and then switched, according to the survey report.

The high cost of heating campus buildings in January is one reason the 4-1-4 calendar has fallen out of favor, Mr. Walz said. Instead of offering a January session, administrators would rather send students home and turn down the thermostats for two or three weeks.

Skidmore College will switch from a 4-1-4 to an early-semester calendar next fall, to accommodate curricular changes. Eric J. Weller, Skidmore's dean of the faculty, said students would be required to take four humanities courses, which will be "the heart" of the new general-education program.

Although the January session will be eliminated, students will have the option of participating in a four- to six-week internship for academic credit after the second semester is over in early May. Scheduling the internships in the spring has an important advantage, Mr. Weller said: Students may be able to turn the internships into summer jobs after they have completed their course requirements.

Mr. Walz estimated the proportions of students using the various calendars this academic year as follows: early semester, 65 per cent; quarter, 22 per cent; traditional semester, 6 per cent; 4-1-4, 4 per cent; trimester, 2 per cent; other, 1 per cent.

The calendar statistics, which were collected by the National Association of College Stores, are based on reports from 3,102 colleges and universities in the United States.

Over the last 15 years 2,628 calendar changes have been made, according to figures compiled from earlier surveys. Most of those changes were made in the 1970's. Since 1978-79, fewer than 100 changes have been reported each year.

The pace may pick up, though. "In the last two months I've received more phone calls than I have in a long time from institutions that are currently studying a change," Mr. Walz said. "I don't think we've seen the end yet."

6 in 10 Colleges Probing Quality of Curricula, American Council Reports

Continued from Page 1

institutions had been better able to attract good students.

► About two-thirds of the country's colleges and universities have formal programs for faculty members to improve their teaching skills.

► Three-quarters of the institutions with teacher-training programs have tightened the academic standards of those programs.

► About 58 per cent of those surveyed noted improvements in physical facilities over the last five years.

► Nearly eight in ten institutions offer students a program about "coping with college."

Curricular reviews are under way at 58 per cent of the institutions surveyed. An additional 29 per cent reported that they had completed such a review within the last five years, according to the survey report, *Campus Trends, 1984*.

Nearly half of those reviewing the curriculum are examining the educational needs of older students. Many institutions want to give such students greater flexibility by allowing them to take courses in their major before they are juniors and to fulfill their general-education requirements over their entire college careers, instead of in the first two years only, Ms. El-Khawas said.

Three-quarters of the colleges and universities require all students to take a series of general-education courses, the survey found.

Ms. El-Khawas said that that result indicated that despite criticism that the undergraduate curriculum is unfocused, "the majority of schools do have core requirements, and those provide structure. The curriculum could deserve more coherence, but there is no evidence that it's shoddy."

Over half of the four-year institutions require all students to fulfill a writing requirement. "The people who have been advocating 'writing across the curriculum' will be pleased by that finding," Ms. El-Khawas said.

90 Pct. Offer Writing Courses

The majority of the academic officers surveyed said their institutions offered special credit or non-credit programs to help students improve their academic performance. Over 90 per cent had courses to improve writing skills, 60 per cent offered remedial courses, and 78 per cent provided instruction in the use of personal computers.

In addition, 67 per cent offered career-planning courses, 62 per cent had programs to prevent students from dropping out, and 51 per cent had special honors courses, programs, or sections for top students.

Nearly half of those surveyed said their institutions were reviewing their admissions requirements or had recently completed such a review.

On the majority of those campuses, the most important concerns were raising admission requirements, reviewing the role of test scores in the admissions process, and specifying the high-school courses that should be required of applicants.

Further, said Ms. El-Khawas, "many schools are looking at special admissions procedures for older students, such as testing the accomplishments they already have, and recognizing courses they've taken in the past."

The survey is the first of a series that the council plans to conduct annually to obtain a overview of campus concerns and activities.

In addition to statistics about reviews of curricular, admissions, and graduation requirements, the report contains information about campus ties with business and industry, course offerings, student financial assistance, teacher-education programs, and faculty staffing patterns.

For example, 33 per cent of the institutions reported having their own loan programs for parents or students; 44 per cent offered an extended payment plan for tuition; and 7 per cent set different tuition rates for different undergraduate fields of study.

Women Get Full-Time Posts

The survey also found that between 1982-83 and 1983-84, about 35 per cent of the institutions had a gain in faculty positions, 22 per cent had a loss, and 43 per cent had no change.

Of those colleges and universities that hired new full-time faculty members, 91 per cent said that women were among those newly hired, and 38 per cent said that blacks or Hispanics were among that group.

The survey results are based on the reports of academic vice-presidents or other top officers at 413 colleges and universities, excluding specialized and religious institutions, that are members of the council's Higher Education Panel. The panel is a group of institutions surveyed regularly by the council.

Campus Trends, 1984 is available free from the Higher Education Panel, American Council on Education, Suite 829, One Dupont Circle, Washington 20036.

Requests should include a self-addressed mailing label.

What Colleges Are Considering in Reviews of Curricula

	Universities	4-year colleges	2-year colleges	All institutions
New general-education requirements	95%	92%	82%	88%
Greater emphasis on competencies and skills	85%	89%	90%	89%
Increased course requirements	61%	59%	45%	53%
Greater flexibility for adult learners	38%	39%	56%	47%
Foreign language study	45%	49%	21%	35%
Career preparation	41%	71%	63%	60%

What Colleges Are Requiring for Admissions and Graduation

	Universities	4-year colleges	2-year colleges	All institutions
Requirements for all students:				
Placement tests for new students in:				
Mathematics	72%	69%	54%	62%
English skills	84%	81%	57%	70%
Foreign language study for:				
Admissions	18%	11%	0%	7%
Graduation	17%	23%	0%	10%
A core of general-education courses	86%	92%	62%	76%
Comprehensive exams for a major	3%	17%	0%	6%
Institution-wide writing requirements	51%	60%	26%	41%
Other proficiency requirements for graduation	29%	41%	30%	33%
Requirements for some students:				
Placement tests for new students in:				
Mathematics	13%	17%	29%	22%
English skills	8%	5%	27%	17%
Foreign language study for:				
Admissions	9%	4%	3%	5%
Graduation	32%	24%	10%	19%
A core of general-education courses	8%	4%	25%	15%
Comprehensive exams for a major	31%	21%	11%	18%
Institution-wide writing requirements	9%	3%	8%	7%
Other proficiency requirements for graduation	26%	19%	23%	23%

Note: Results are based on the 1983-84 reports of 413 colleges and universities, excluding specialized and religious institutions. The data on areas of curriculum review include only the 87 per cent of the 413 institutions that have recently completed or initiated such reviews.

SOURCE: AMERICAN COUNCIL ON EDUCATION

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Campus and collegiate level academic and student affairs administrators and advisors in two-year and four-year institutions of higher education are invited to submit program proposals on the conference theme "Collaboration: Daring to Excel."

The deadline for proposal submission is *April 19, 1985*. For information, contact: Dr. Jan Kilby, Assistant Dean, College of Education, University of Minnesota, 1425 University Avenue S.E., Minneapolis, Minnesota 55414; 612/373-2245

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A Calendar of Spring and Summer Events in Academe: Pages 45-68

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News Summary

Articles on inside pages

American social history has been dominated by urban studies, but scholarly interest in rural subjects is increasing. Story on Page 5.

Surgeons at the University of Arizona have been criticized for implanting an unapproved artificial heart in a patient. Story on Page 9.

The curriculum at the new law school at City University of New York is a far cry from the time-honored case method. Story on Page 15.

Conservative students are working to eliminate financial support for Public Interest Research Groups, or PIRGS. Story on Page 17.

Scientists are angry about an Administration decision to put off spending more than $30-million appropriated for science education. Story on Page 21.

Professors who wish to change careers must be willing to take risks—and less pay. Story on Page 29.

Officials of Brigham Young University say the university is making strides in attracting black athletes. Story on Page 33.

Students on the island of Mindanao in the Philippines are working in the shadow of a growing civil war. Story on Page 37.

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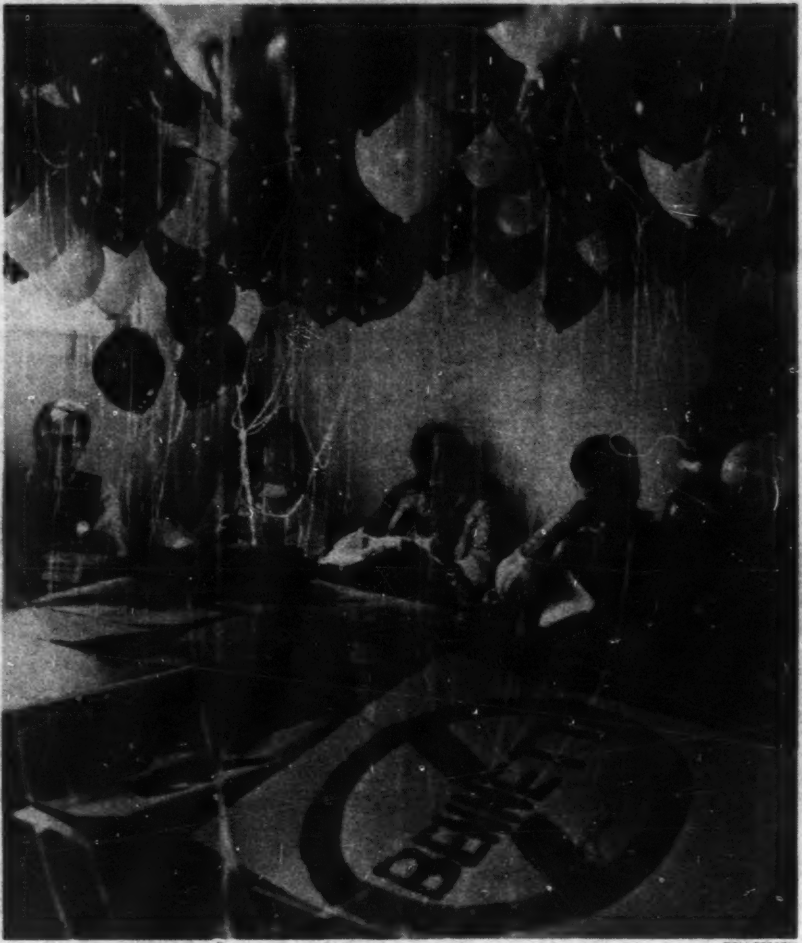
PRE-LAUNCH BLOWUP



TOM COLVIN

In a protest against President Reagan's proposed reductions in financial aid, Occidental College students prepare to launch 1,000 balloons—one for each Occidental student who they say would be affected by the cuts.

National License Exam for Teachers, Extra Year of Study Gain Backing

By ROBERT L. JACOBSON

WASHINGTON

Proposals to add a fifth year to teacher-education programs and develop a national licensing examination for new school-teachers gained momentum last week with general support from a group of about 30 educators and others convened here by two private organizations, the National Center for Education Information and the American Enterprise Institute for Public Policy Research.

Both proposals have been given fresh impetus in recent weeks. Extension of teacher-education programs beyond the traditional four-year bachelor's degree was supported last month by most of the members of an independent study group established by the American Association of Colleges for Teacher Education. The idea of a nationally recognized licensing test was put forward in January by Albert Shanker, president of the American Federation of Teachers (A.F.L.-C.I.O.), in a speech to the National Press Club. Mr. Shanker, who participated in last week's meeting, predicted that a national board to oversee the proposed test would be in place within a year. He said two "major funding sources" were close to providing money to start it.

C. Emily Feistritzer, director of the in-

Continued on Page 19, Column 1

Salary Increases of Administrators Outrun Inflation

Survey of 1,594 colleges finds pay up 6 pct. in year

By BEVERLY T. WATKINS

WASHINGTON

Salary increases for college administrators outdistanced the rate of inflation for the current academic year—an improvement over the previous year, when they did not quite keep pace with the cost of living.

According to a new nationwide survey by the College and University Personnel Association, based on information from 1,594 higher-education institutions, the median salaries for administrators at all types of colleges and universities were 6 per cent higher at the beginning of the 1984-85 academic year than they were a year before. The federal government's cost-of-living index rose 4.2 per cent in the same period.

Based on Full-Time Pay Last Fall

Last year's survey found that administrative salaries were 3.7 per cent above those of the previous year, while the cost-of-living index rose 3.8 per cent.

Median salaries for administrators at public institutions increased 6.5 per cent this academic year, while those at private institutions rose 4.4 per cent, according to the survey.

Administrative salaries increased 5.8 per cent at universities, 5.3 per cent at four-year colleges, and 5.1 per cent at two-year institutions.

Calculations for 518 colleges and universities that provided salary information in all of the last four years showed that median administrative salaries were up 6.5 per cent, compared to 4.2 per cent last year.

The survey was based on annual full-time salaries effective in the fall of 1984.

In percentages, the greatest salary increases this year were in professional schools, with the chief health-professions officer at the top of the list with a 19.3-per-cent gain. Deans of agriculture had increases of 12 per cent, while their counter-

Continued on Page 31, Column 1

An Uphill Battle Looms in Plan to End FIPSE

The widely popular Fund for the Improvement of Postsecondary Education, directed by Sven Groennings (*left*), is one of several programs in higher education that the Reagan Administration wants to eliminate. Some of FIPSE's supporters fear it could be wiped out simply because it's so small that no lawmakers may bother to defend it. Story on Page 21.

Administrators Get Pay Raises Averaging 6 Pct.

Continued from Page 1

parts in social work and architecture had increases of 10.6 and 10.5 per cent, respectively.

Other positions with substantial increases included directors of development and alumni affairs, with 13.8-per-cent gains; directors of student housing, with 10.7-per-cent gains; deans of extension, with 10.3-per-cent gains; and directors of community services, with 10-per-cent gains.

The directors of many campus activities had salary increases in the range of 6-to-7 per cent. Among them were directors of accounting, auxiliary services, foreign students, news bureaus, publications, and student placement.

Raises of 2 per cent or less were reported for three positions included in the survey: Deans of medicine and of undergraduate programs had gains of 2 per cent, while deans of library and information sciences had raises of less than 1 per cent.

For all institutions combined, the highest median salaries were found in medical administration. For deans of medicine, for example, the median salary was $99,953; for a dean of dentistry, $80,942; and for an administrator of a hospital medical center, $80,000.

The median salary for the chief executive officer of a higher-education system was $70,700, while the figure for the top administrator of a single institution was $61,500. That for executive vice-presidents was $52,518.

Officials in the $40,000 Range

Administrators with annual salaries in the $40,000 range included the deans of vocational education, sciences, and social work; the director of information systems; the chief development officer; and the chief student-affairs officer.

The administrative positions with the lowest salaries included the associate bookstore director, at $19,908; the assistant director of admissions, at $19,838; and the assistant registrar, at $20,100.

The percentages were based on "weighted averages," calculated by adding the median salaries of job categories at all types of institution and dividing by the number of respondents in each position.

The report of the survey, which has been conducted annually since 1977-78, includes median salaries for the 99 top administrative positions, such as chief executive officers, deans, and directors, that are common to most higher-education institutions.

For the first time, this year's report also includes the salaries for 68 "secondary" administrative positions, such as assistants, associates, and managers. Data for 39 such positions were collected on a trial basis in 1982-83, but were not requested last year.

The Chronicle will publish salaries for secondary administrative positions, based on information from 1,277 institutions, in a future issue.

The report, *1984-85 Administrative Compensation Survey,* is available from the College and University Personnel Association, 11 Dupont Circle, N.W., Washington 20036.

The price is $25 for association members, $75 for non-members who participated in the survey, and $150 for others.

FACT-FILE

Median Salaries of Administrators, 1984-85

	All institutions	1-year change	Public institutions	Private institutions	All universities	4-year colleges	2-year colleges
Chief executive of a system	$70,700	+ 4.5%	$70,395	$78,500	$85,186	$60,000	$62,400
Chief executive of a single institution	61,500	+ 5.9%	62,000	60,769	74,900	60,000	56,133
Executive vice-president	52,518	+ 4.7%	52,518	52,000	65,000	44,310	48,720
Chief academic officer	48,550	+ 4.2%	51,914	43,800	62,354	44,600	44,000
Chief budget officer	39,000	+ 4.7%	39,700	37,750	43,000	35,136	36,084
Chief business officer	45,890	+ 5.5%	48,231	41,500	58,596	42,000	41,469
Chief development officer	41,791	+ 5.8%	42,837	40,000	50,175	38,890	34,339
Chief development and public-relations officer	46,200	+ 5.0%	46,200	46,000	55,640	40,000	32,343
Chief health-professions officer	66,990	+19.3%	66,676	69,200	89,400	31,040	37,950
Chief personnel and human-resources officer	35,300	+ 5.5%	38,500	30,940	39,720	29,364	36,050
Chief physical-plant officer	34,000	+ 6.8%	36,781	30,000	42,312	29,635	30,193
Chief planning officer	44,000	+ 5.1%	44,436	40,082	50,000	38,000	38,500
Chief planning and budget officer	46,900	+ 8.1%	46,968	44,545	51,196	37,847	35,619
Chief public-relations officer	30,970	+ 7.9%	34,763	28,000	41,909	26,364	27,491
Chief student-affairs officer	40,400	+ 5.4%	44,480	34,000	51,303	34,200	39,998
Administrator, grants and contracts	36,816	+ 9.2%	39,024	31,524	40,500	27,300	31,800
Administrator, hospital medical center	80,000	+ 6.7%	80,000	57,500	80,450	—	—
Bursar	26,475	+ 3.8%	28,643	24,486	31,319	22,506	24,937
Chaplain	24,539	+ 5.0%	—	24,485	28,080	23,350	22,000
Comptroller	36,043	+ 4.6%	39,000	31,906	42,500	30,400	32,908
General counsel	49,050	—	48,130	51,500	51,227	37,023	39,923
Registrar	29,352	+ 6.3%	33,324	25,000	36,370	25,000	29,469
Director, accounting	29,060	+ 6.3%	32,376	24,400	34,875	23,400	28,000
Director, admissions	31,746	+ 5.8%	33,147	30,325	35,500	30,000	29,827
Admissions and financial aid	35,460	+ 9.7%	34,244	35,637	47,333	33,081	32,000
Admissions and registrar	36,583	+ 7.3%	37,500	27,000	41,106	31,900	33,685
Director, affirmative action & equal employment	35,000	+ 9.4%	35,000	33,600	35,650	30,000	29,881
Director, alumni affairs	25,845	+ 4.3%	29,400	22,680	31,050	21,359	19,000
Director, athletics	36,260	+ 5.7%	39,333	32,000	44,000	31,796	35,033
Men's	—	—	—	32,000	39,984	32,436	27,273
Women's	—	—	—	26,443	33,782	24,000	22,278
Director, auxiliary services	35,993	+ 7.8%	37,295	32,280	40,400	31,800	30,055
Director, bookstore	21,000	+ 5.5%	23,800	16,979	29,786	16,750	20,052
Director, campus recreation and intramurals	25,390	+ 4.5%	27,047	20,970	27,716	20,000	23,653
Director, campus security	26,000	+ 5.5%	28,574	22,325	30,999	21,800	24,400
Director, church relations	—	—	28,583	25,000	—	25,000	17,487
Director, community services	33,000	+10.0%	33,436	23,000	33,200	23,000	34,000
Director, computer center	36,069	+ 4.6%	38,420	31,500	44,871	31,089	34,152
Academic operations	35,020	+ 9.2%	37,796	32,400	42,545	28,750	28,074
Administrative operations	35,000	+ 9.4%	37,787	30,660	41,784	28,186	32,000
Director, development and alumni affairs	35,831	+13.8%	37,820	28,000	39,209	31,578	31,982
Director, educational-media services	27,927	+ 7.4%	30,663	22,200	34,020	22,728	27,927
Director, food services	29,300	+ 6.0%	30,144	27,200	34,100	25,625	23,888
Director, foreign students	26,308	+ 7.0%	28,786	24,000	27,851	23,825	23,004
Director, housing and food services	—	—	—	—	43,250	27,500	—
Director, information office	27,703	+ 2.7%	29,824	23,730	33,847	21,950	25,956
Director, information systems	41,366	+ 9.8%	41,575	40,000	43,630	36,771	38,942
Director, institutional research	33,757	+ 3.9%	35,394	28,000	38,000	28,000	32,503
Director, internal audit	33,742	+ 5.8%	33,875	32,500	34,915	27,480	31,756
Director, international studies	34,427	+ 2.5%	—	28,650	40,000	28,420	34,427
Director, learning-resources center	30,904	+ 4.6%	34,000	23,466	35,396	24,024	33,819
Director, library services	33,779	+ 5.4%	38,373	28,400	44,900	28,463	31,900
Director, news bureau	24,530	+ 7.1%	27,100	21,000	28,205	19,586	20,186
Director, personnel and affirmative action	30,528	+ 4.2%	31,452	28,323	34,150	25,804	31,452
Director, publications	27,074	+ 7.6%	29,485	24,100	30,007	23,610	24,800
Director, purchasing	28,032	+ 3.8%	29,364	24,300	32,500	23,590	25,800
Director, risk management and insurance	34,440	+ 6.1%	34,950	28,500	38,000	—	29,067
Director, special and deferred gifts	32,004	+ 9.3%	35,000	31,600	36,850	30,000	27,945
Director, student activities	25,600	+ 4.6%	28,767	20,000	28,668	19,832	27,781
Director, student counseling	31,825	+ 7.2%	34,435	27,000	36,050	27,000	32,539
Director, student financial aid	27,500	+ 4.3%	30,450	23,980	33,334	24,000	27,396
Director, student health services							
Physician	56,531	+ 6.8%	58,045	50,000	59,000	45,520	26,076
Nurse	21,300	+ 6.0%	24,416	19,250	23,556	18,743	23,760
Director, student housing	24,690	+10.7%	29,540	20,200	31,500	20,280	19,710
Director, student placement	26,994	+ 6.3%	30,050	23,485	31,595	23,000	26,000
Director, student union	30,000	+ 9.1%	32,336	23,644	32,500	24,672	29,904
Dean, architecture	60,200	+10.5%	60,000	—	61,344	—	—
Dean, agriculture	58,810	+12.0%	58,810	—	62,931	40,344	43,183
Dean, arts and letters	47,033	+ 8.1%	47,033	47,250	53,256	40,000	37,322
Dean, arts and sciences	51,000	+ 4.5%	51,213	50,000	56,014	46,370	39,500
Dean, business	48,740	+ 7.1%	48,984	48,000	57,240	42,686	38,087
Dean, communications	43,910	+ 8.0%	44,678	36,667	55,200	36,469	40,396
Dean, continuing education	39,478	+ 6.7%	41,321	34,140	47,500	34,500	35,933
Dean, dentistry	80,942	+ 8.2%	78,000	84,579	81,048	—	—
Dean, education	48,500	+ 5.0%	51,000	37,400	53,000	40,500	32,807
Dean, engineering	60,700	+ 8.7%	58,200	64,800	67,000	49,561	38,500
Dean, experimental programs	—	—	—	28,625	—	—	37,712
Dean, extension	45,944	+10.3%	46,051	—	56,719	34,908	38,253
Dean, fine arts	47,000	+11.1%	48,364	36,464	52,000	35,053	41,603
Dean, graduate programs	52,500	+ 9.3%	53,600	43,000	54,720	39,376	—
Dean, health-related professions	44,000	+ 5.9%	45,629	33,582	54,500	42,000	38,198
Dean, home economics	—	—	53,164	33,760	56,475	32,268	36,100
Dean, humanities	39,000	+ 5.2%	42,930	30,958	50,189	32,187	38,704
Dean, instruction	—	—	41,300	—	—	30,000	41,291
Dean, law	77,850	+ 7.4%	76,730	78,650	77,850	62,220	—
Dean, library and information sciences	48,150	+ 0.5%	48,924	41,891	50,560	29,000	37,900
Dean, mathematics	38,250	+ 5.6%	40,016	32,760	—	32,997	38,542
Dean, medicine	99,953	+ 2.0%	96,408	125,000	102,955	—	—
Dean, music	45,000	+ 9.4%	54,960	38,052	55,000	35,930	—
Dean, nursing	43,200	+ 5.7%	45,150	39,000	52,000	36,256	35,688
Dean, pharmacy	62,800	+ 5.1%	64,700	—	—	—	—
Dean, sciences	42,930	+ 6.8%	45,000	34,250	51,250	34,867	39,587
Dean, social sciences	40,084	+ 5.6%	41,500	31,636	45,000	33,000	40,212
Dean, social work	55,300	+10.6%	56,500	39,793	56,500	38,000	—
Dean, special programs	—	—	36,070	30,996	—	31,935	35,524
Dean, undergraduate programs	44,956	+ 2.0%	45,936	41,125	50,194	40,621	37,995
Dean, vocational education	40,850	+ 6.7%	40,900	—	—	42,244	38,533

— No data

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

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News Summary

Articles on inside pages

The political tensions of the Arab-Israeli conflict are spilling over into academe, and scholars who study the Middle East are feeling the effects. Story on Page 5.

Universities are at greater risk than ever of being sued over property damage or injuries resulting from students' drinking. Story on Page 11.

An impending court case involving the distribution of grants by the San Francisco Foundation has captured the interest of philanthropic organizations. Story on Page 15.

Women's colleges foster self-confidence in their students, according to a new study. Story on Page 16.

College lobbyists need to step up their efforts to block proposed cuts in student aid, say some observers on Capitol Hill. Story on Page 17.

Plans by the National Institutes of Health to spread certain 1985 funds for health research over three years are illegal, the General Accounting Office has held. Story on Page 17.

Cincinnati, a small town disguised as a big city, nevertheless holds some surprises. A guide for visiting scholars begins on Page 23.

Enthusiastic support from fans and boosters signal a successful resurrection for the University of Miami basketball team. Story on Page 29.

India has approved plans for the country's first national open university. Story on Page 33.

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CHEYNEY U. PROTEST IN HARRISBURG

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Quality Staff
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More than 1,000 Cheyney U. students and faculty members demonstrating at the Pennsylvania state capitol last week after the university's accreditation was threatened. Story on Page 3.

QUESTIONS OF VALUES

Colleges Urged to Focus on Substance of Academic Experience, Not Money

By ROBERT L. JACOBSON

CHICAGO

At a time when many colleges and universities seem most concerned about the threat of declining federal dollars and shrinking enrollments, some leading thinkers in higher education are urging their colleagues to focus more on the substance and soul of the academic experience.

Taking their cue from three major reports in recent months that strongly criticized the state of undergraduate education, key participants in the ensuing debate are making these points:

► Despite evidence of widespread attempts at reform, the curriculum at many institutions still fails to give students what they need most—a solid grounding in the liberal arts, and the ability to "learn how to learn" and think on their feet.

► Faculty members, who in this view should be assuming the principal role in promoting curricular change, are not heeding the call and, in many cases, may not even be hearing it.

► Nothing like the current wave of self-analysis and reformist inquiry is likely to come again in this country for at least another decade, yet many colleges and universities seem willing to allow the marketplace—including their own competition for students and the continuing pressures for more professional and vocational course

Continued on Page 12, Column 1

Tuition Hikes of 5 to 10 Pct. Seen for Fall

Rise is less than recent years', more than expected inflation

By JEAN EVANGELAUF

Tuition costs are rising more slowly than in the last few years, but at most colleges and universities, the increases scheduled for 1985-86 are still outpacing estimates of inflation.

Experts in higher-education finance expect tuition hikes ranging from 5 to 10 per cent. Not only are costs in academe rising faster than those in the economy in general, but colleges are also striving to improve academic programs and regain some of the losses of the 1970's, when salary increases were held down and campus improvements postponed.

In addition, many institutions will be spending more on financial assistance to help needy students meet the higher costs.

Among the tuition increases that have been announced for 1985-86:

► At Washington University in St. Louis, tuition will rise 7 per cent, to $9,200. That increase is the smallest in 11 years because of savings from energy conservation and tighter financial controls, university officials said.

► At Stanford University, tuition will rise 7.9 per cent, to $10,476. That increase, university administrators said, is in line with personal disposable income, which they estimate will rise 8 per cent in the next academic year.

► In Illinois, tuition at the five universities in the Board of Governors system will go up 5 per cent, to $1,020 for lower-division students. That is the smallest increase since 1979.

► At Siena College, tuition will increase 9 per cent, to $5,395. Siena's president said the figure would be $300 higher were it not for the contributed services of some 25 Franciscan friars and donations from alumni.

► At Southwest Missouri State Univer-

Continued on Page 16, Column 1

Disturbances Threaten Arab-Jewish Relations at Haifa U.

By HERBERT M. WATZMAN

HAIFA, ISRAEL

After a period of good relations and relative quiet, Haifa University's Arab students have taken their grievances to the halls of Israel's northernmost campus. In a series of demonstrations and sit-down strikes, the students demanded the formation of a committee of inquiry into the events surrounding the suspension of two members of the Arab Student Committee.

Amir Malhoul, the committee's chairman, and Jafar Farah, both representatives of the Communist Party, were suspended after a university disciplinary committee found them guilty of participating in a violent clash with Jewish students and police during a speech by Rafael Eiten, a member of the Knesset, Israel's parliament. Twelve students, one of them Jewish, were arrested by the police.

Arabs Quit Arab-Jewish Center

By all accounts the current disturbances represent a problem more serious than the routine demonstrations organized by Arab students. An indication of that is that the Arab Student Committee has severed its connection with the university's Arab-Jewish Center and demanded the resignation of its director, Arnon Sofer, a faculty member.

Founded 13 years ago, the center is both a sponsor of research on the Middle East and on Arab-Israeli problems and a social and cultural institution dedicated to furthering cooperation and understanding between Arab and Jewish students on the campus. Haifa University's 1,100 Arab students constitute 20 per cent of its student body, a much higher proportion than at any other Israeli university.

In addition to organizing lectures, discussions, field trips, and social events for Arab and Jewish students, the center and its director have served as *de facto* advocates of the concerns of Arab students. Since the university does not recognize the Arab Student Committee—arguing that Arab students should work through the official Student Union—Mr. Sofer and his predecessors have served as the channel through which the committee's grievances

Continued on Page 34, Column 1

Alumnae Give High Marks to Women's Colleges in Survey

Women's colleges foster self-confidence among their students, encourage them to have high career aspirations, promote a high degree of involvement in extracurricular activities, and respond to their changing needs and expectations, according to the results of a study of alumnae released last week by the Women's College Coalition.

In the study, called *'67/'77: A Profile of Recent Women's College Graduates*, researchers surveyed nearly 5,000 graduates of 48 colleges. About half were from the class of 1967 and half from the class of 1977. The results of the study were divided into three broad areas: a demographic profile of the alumnae, a report on their involvement in and assessment of their college experience, and a summary of their views on a wide range of women's issues.

The study was aimed at discerning the "connections, if any, between the women's college experience and the subsequent life experience of the graduates," according to an introduction by Marcia K. Sharp, executive director of the Women's College Coalition, and Ann Pauley, the group's associate director. There have been few previous studies of women's colleges and none that provide an "across-the-board portrait" of alumnae, they said.

The researchers found "a very strong endorsement of women's colleges in the sense that we are encouraging career aspirations, promoting self confidence, providing role models, giving opportunities for leadership," said Kerry J. Strand, an assistant professor of sociology at Hood College who designed the study and the compilation and analysis of the data.

"The class of 1977 gave an even stronger endorsement of their colleges than the class of 1967," Ms. Strand said. That "supports the idea that women's colleges have changed with the times—changed to meet changed needs—and underscores the viability of women's colleges in the sense that there is still a very important place for them in higher education," she added.

The results of the study speak to the criticisms of higher education voiced in other reports issued in recent months, according to Patti McGill Peterson, president of Wells College and chairman of the coalition. As an example, she cited the finding that women's colleges, in her words, "encourage a high degree of student involvement." The importance of such involvement was pointed out in a recent report by the National Institute of Education.

The Women's College Coalition researchers chose to study the classes of 1967 and 1977 because of their differing educational and postgraduate experiences. "The class of '67 graduated before the contemporary phase of the women's movement took place, before Title IX was in effect, before men's colleges admitted women, and before the concept of women's studies was significantly developed," the report said.

The class of 1977, on the other hand, "never experienced higher education without Title IX and women's studies. They were at their colleges in a time when feminist and educational leaders were asking hard questions about the viability of single-sex colleges," and when they graduated, "career barriers for women had already been broken," the report said.

The study made no attempt to compare experiences of alumnae of women's colleges and coed institutions.

Instead, the researchers encouraged others to conduct companion studies.

Among other findings:

- ► Nearly three-fourths of the alumnae work, and almost half are in fields—such as law, medicine, and management—that have traditionally been dominated by men.
- ► Roughly half of the women who work full time earn a salary higher than $25,000, and a fifth earn more than $35,000.
- ► Over 43 per cent of the graduates have earned advanced degrees, and 81 per cent have continued their education beyond college.
- ► Nearly 77 per cent of the graduates are or have been married, and 51.2 per cent have children.
- ► 44 per cent of the alumnae were "actively involved" in their college, defined by number of activities and leadership positions assumed.
- ► 68 per cent said they would attend a women's college again.

—ZOË INGALLS

Occupations of Women's-College Graduates

	Class of '67	Class of '77
Accountants, financial managers, bank officers	3.9%	6.5%
Clerical, secretarial workers	6.8%	7.8%
Computer specialists	3.0%	3.2%
Health, education administrators	4.0%	2.1%
Human-service professionals	6.5%	5.6%
Lawyers, judges	3.8%	6.9%
Librarians, archivists, curators	2.4%	3.0%
Managers, traditionally female positions	3.2%	4.3%
Managers not otherwise categorized	14.1%	13.0%
Non-retail salespeople (stocks, industrial, etc.)	3.3%	5.1%
Nurses, related health professionals	2.9%	6.4%
Physicians, dentists	1.8%	3.6%
Professors	6.8%	2.0%
Researchers not otherwise categorized	1.6%	2.8%
Scientists (physical, biological)	1.5%	1.3%
Teachers	16.8%	11.1%
Writers, artists, editors	7.7%	6.8%
Other or no response	8.7%	10.1%

Note: Based on responses of graduates from 48 women's colleges in the classes of 1967 and 1977 who were employed in 1984. Paid employment was reported by 73 per cent of the 2,553 members of the class of 1967 who responded to the survey and by 82 per cent of the 2,431 members of the class of 1977. Percentages in the table may not add to 100 because of rounding.

SOURCE: WOMEN'S COLLEGE COALITION

San Francisco Foundation

Continued from Preceding Page

country are interested in the case just the same.

"It's the biggest gift ever made to a community foundation—the amount is just enormous—and that has a lot to do with the interest in it," says Herbert B. West, director of the New York Community Trust, the largest community foundation in the country before the Buck Trust was left to the San Francisco Foundation.

There has also been much support for the San Francisco Foundation's actions. "I think the support has been in recognition of the responsible fashion in which they've conducted this," says Thomas F. Beech, former director of the Minneapolis Foundation and now executive-vice-president of the Anne Burnett and Charles Tandy Foundation. "At every stage and in every facet of this situation, the foundation has bent over backwards to entertain meaningful dialogue with all parties."

Mr. Beech says the outcome of the case would have potential significance for other community foundations, if only in general terms.

But whether or not the court's decision on the Buck Trust has any effect on other public charities, the existence of the trust has already brought changes to the San Francisco Foundation, the most important of which, Mr. Paley says, is the foundation's enhanced sense of its own purpose and identity.

"My guess is that the Buck Trust has accelerated the thoughtful planning and management of this foundation by at least 10 years," he says.

A court decision won't change the foundation's philosophy and practices, Mr. Paley says. "We think that we could do a more balanced and effective job if we could spend some of that money outside of Marin, but if, in the court's wisdom, we are told to stay within the restrictions of the trust, we will continue to apply our philosophy and principles toward the use of the monies in Marin."

Tuition Rises of 5 to 10 Pct. Expected this Fall

Continued from Page 1

sity, in-state tuition will jump 10.8 per cent, to $1,104.

- ► At Harrisburg Area Community College, tuition will go up 9.1 per cent, to $836.
- ► At Barnard College, tuition will increase 8.5 per cent, to $10,112.
- ► At the University of Kentucky, tuition for in-state undergraduates will rise 9.3 per cent, to $1,228.
- ► At Worcester Polytechnic Institute, tuition will jump 11.3 per cent, to $8,900. College officials said the increase was necessary because changing technology has made engineering and science programs more expensive.
- ► At Creighton University, tuition and fees will rise 9 per cent, to $5,234.

Some institutions are bucking the trend and holding their tuition steady.

- ► In the State University of New York system, tuition for state residents will remain at this year's level, $1,350.
- ► At Pima Community College tuition will continue to be $360.
- ► At Ferris State College, tuition has been frozen at $1,566.
- ► In the California State University system, the trustees have recommended that the legislature hold fees at the current rate of $573 for in-state undergraduates.
- ► At Nazareth College in Michigan, tuition will continue to be $5,430 next year.
- ► Saint Joseph College in Connecticut will guarantee new freshmen that tuition will remain at $6,000 for four years as long as students do not drop out for two or more consecutive semesters. Officials there said the plan had been devised to eliminate "financial-planning nightmares" for parents and students.

Why Costs Outpace Inflation

Experts on tuition say it is not surprising that tuition costs continue to outpace inflation.

William F. Massy, Stanford University's vice-president for business and finance, estimates that if the numbers of students and faculty and staff members are held steady, college costs will normally rise 1½ to 2 percentage points above inflation as measured by the Consumer Price Index. By that index, inflation is currently 3.6 per cent.

Because higher education is labor intensive, Mr. Massy said, it is difficult to increase productivity through technological progress or capital investments. Those labor costs are also relatively inflexible, which means that total education costs will rise more than costs in the economy as a whole, he added. Research costs also rise faster than inflation, he said.

D. Kent Halstead, a research economist with the National Institute of Education, said the increase in the higher-education price index, a measure that tracks the prices of some 200 goods and services used by academe for current operations, has been slightly higher than the increase in the Consumer Price Index for the last three years. For example, for the year ending June 30, 1984, the higher education price index rose 5.4 per cent, compared to 4.2 per cent for the Consumer Price Index.

Officials on a number of campuses say an important factor behind their tuition increases is higher faculty salaries. For the last three academic years, average faculty salaries have increased slightly above the rate of inflation, according to figures collected by the American Association of University Professors. That trend is continuing: A *Chronicle* survey found that salaries were up an average of 7.3 per cent at the start of the current academic year.

(Despite those increases, faculty members have not yet regained the purchasing power they lost during the 1970's.)

Among other widely cited reasons for the tuition hikes are the need to purchase computers, laboratory equipment, and library materials and to pay for campus construction and renovation projects.

Some of the tuition money will pay for increased student financial assistance. "Everybody recognizes that there is a subsidy for the financial-aid student by the full-paying student," said Larry H. Litten, associate director of the Consortium on Financing Higher Education, an organization of 30 private, selective institutions. "However, keep in mind that a lot of the money for financial aid also comes from other sources."

"The full-paying student is buying an enriched educational resource—a broader group of students," Mr. Litten added. "The student body is one of the major educational resources, along with the faculty and the curriculum. Without financial aid, homogenization takes place, particularly in the private sector."

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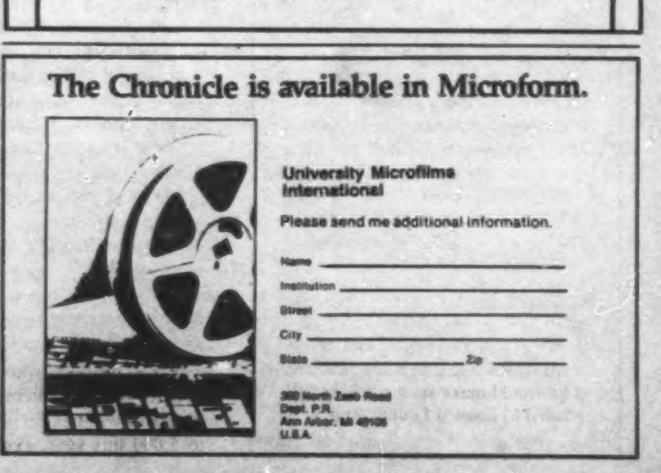
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FACT-FILE

Median Salaries of Administrators in 'Secondary' Positions, 1984-85

	All institutions	Public universities	Private universities	All universities	All 4-year colleges	Public 2-year colleges
Assistant to president, institution	$34,573	$41,800	$38,700	$40,618	$30,000	$32,136
Assistant to president, system	39,294	49,500	—	45,350	—	35,154
Director, annual giving	28,000	30,013	33,000	31,000	24,000	—
Director, conferences	27,312	30,984	28,086	28,944	22,000	—
Director, corporate and foundation relations	31,435	33,000	34,100	33,000	27,000	—
Director, estate planning	33,800	34,167	38,800	35,000	30,000	—
Director, governmental and legislative relations	44,552	44,797	46,137	45,044	—	—
Director, health and safety	31,657	31,596	34,980	32,500	24,500	—
Director, medical-center						
Public relations	36,664	34,960	45,000	37,900	—	—
Personnel	38,299	38,299	37,250	38,137	—	—
Director, sports information	21,516	24,450	21,154	23,316	17,836	—
Director, telecommunications	30,214	32,000	30,000	32,580	22,000	26,419
Manager, benefits	24,000	24,460	28,052	25,000	21,000	22,441
Manager, building maintenance trades	25,873	26,967	27,560	28,744	24,176	24,876
Manager, custodial services	22,294	24,000	28,000	24,767	16,800	—
Manager, employee relations	30,776	30,273	34,091	31,416	—	—
Manager, employment	26,000	28,204	25,163	26,076	21,594	22,891
Manager, landscape and grounds	23,875	24,986	26,527	26,000	20,684	20,284
Manager, payroll	22,800	25,460	25,320	25,320	18,375	20,190
Manager, personnel information	27,252	23,500	36,000	28,560	—	—
Manager, power plant	28,150	28,150	32,476	28,932	27,436	23,838
Manager, technical trades	28,075	28,931	29,365	29,080	26,170	24,590
Manager, training and development	27,500	25,680	30,586	27,116	—	27,855
Manager, wage and salary	27,792	26,636	31,313	27,767	—	27,024
Associate director, admissions	25,600	28,167	[illegible]	28,660	22,044	26,279
Associate director, affirmative action and equal employment	27,380	26,750	28,880	27,177	—	—
Associate director, bookstore	19,966	22,800	25,500	22,982	15,100	16,166
Associate director, budget	32,500	36,000	34,500	33,000	22,228	27,382
Associate director, computer center	33,057	37,800	34,000	36,795	25,000	32,898
Academic	34,817	37,800	35,000	37,800	24,650	—
Administrative	36,619	39,400	42,500	40,225	28,800	—
Associate director, food services	26,400	28,287	31,230	28,872	20,400	22,500
Associate director, institutional research	30,624	30,145	29,150	30,080	19,290	24,125
Associate director, personnel	30,500	32,538	33,600	32,683	22,405	28,510
Associate director, physical plant and facilities management	30,780	33,804	38,000	34,000	24,800	28,225
Associate director, publications	21,800	22,458	25,248	24,865	18,170	19,327
Associate director, purchasing	25,980	27,827	28,255	27,858	22,866	—
Associate director, student counseling	27,876	32,675	[illegible]	31,237	22,500	—
Associate director, student financial aid	22,080	26,250	25,500	25,882	14,636	22,616
Associate director, student housing	25,250	28,180	26,250	27,325	17,740	—
Associate director, student union	23,816	24,028	33,613	26,200	18,576	—
Associate bursar	22,172	25,100	26,250	26,200	17,701	—
Associate general counsel	40,821	38,887	47,950	41,000	—	—
Associate registrar	26,105	29,400	27,100	28,767	19,800	25,130
Assistant director, admissions	19,836	23,500	20,125	22,380	17,300	21,100
Assistant registrar	20,100	23,364	20,000	21,640	17,000	22,087
Acquisitions librarian	25,000	27,582	23,600	27,079	20,640	26,934
Circulation librarian	21,288	24,011	22,300	23,705	17,968	25,800
Public services librarian	28,944	32,800	27,300	31,180	22,575	28,047
Reference librarian	25,580	27,421	25,000	25,914	20,600	28,957
Technical services librarian	26,000	30,260	26,496	29,750	21,576	27,637
Coordinator, resource development	23,840	26,540	23,500	24,500	18,500	—
Data base administrator	32,650	33,141	33,500	33,500	25,300	30,838
Student union, business manager	24,888	26,120	—	25,000	—	—
Programmer analyst I*	24,656	24,884	26,000	25,281	22,850	24,576
Programmer analyst II**	19,980	20,281	20,000	20,250	18,000	19,808
Systems analyst I*	28,280	29,643	31,900	29,976	26,220	28,304
Systems analyst II**	24,622	24,720	24,336	24,720	23,250	25,000
Housing officers						
Administrative operations	25,586	26,890	23,541	26,100	20,980	—
Family housing	24,000	23,736	—	24,000	—	—
Residence life	20,880	24,166	22,654	23,532	18,500	—
Head coaches						
Football	38,237	42,356	46,000	42,068	30,000	34,618
Men's basketball	33,822	40,176	41,000	40,506	28,128	29,160
Women's basketball	25,087	27,000	26,000	26,667	22,666	28,773
Baseball	27,240	26,875	29,000	26,890	24,001	31,208
Men's tennis	27,500	27,712	28,000	28,000	22,110	—
Women's tennis	27,861	21,806	22,430	22,000	25,330	—
Men's soccer	26,500	27,380	24,373	26,667	23,526	—
Women's soccer	24,000	22,250	—	22,666	23,646	—

Note: The figures are based on information from 1,277 institutions.
— No data or insufficient number of responses.
* Highest level
** Lowest level

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Counseling and Psychotherapy Services for University Students, edited by Joseph E. Talley and W. J. Kenneth Rockwell (Charles C. Thomas, Publisher, 2600 South First Street, Springfield, Ill. 62717; 109 pages; $17.50 prepaid).

The Road Retaken: Women Reenter the Academy, edited by Irene Thompson and Audrey Roberts (Modern Language Association of America, 62 Fifth Avenue, New York 10011; 152 pages; $27.50 hardcover, plus $2 for shipping; $17.50 paperback, plus $1 for shipping). A collection of essays that discuss the lives of women who resumed their educations after interruptions of more than five years; includes discussions of their problems in graduate school and their difficulties in finding academic employment.

Sex Discrimination Law in Higher Education: The Lessons of the Past Decade, by J. Ralph Lindgren and others (Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington 20036; 75 pages; $6 prepaid for members of A.S.H.E., the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research; $7.50 prepaid for nonmembers).

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News Summary

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The author of a history of prominent Bostonians says the region's high-tech industries could go the way of the textile mills. Story on Page 5.

The battle for students among Texas universities is being waged by a sophisticated new breed of admissions experts. Stories on Page 15.

President Reagan's plan to eliminate postal subsidies for nonprofit organizations could cost colleges and universities $95-million a year. Story on Page 19.

The full impact of the Supreme Court's Grove City College decision on the enforcement of civil-rights legislation is still unclear. Story on Page 19.

A boon for traveling administrators and researchers, frequent-flier programs can be a mixed blessing for cost-conscious universities. Story on Page 23.

Despite predictions of its demise, the National Invitation Tournament is alive and well at Madison Square Garden. Story on Page 29.

The business of syndicating telecasts of college sports events is entering a period of readjustment and uncertainty. Story on Page 29.

Congress has approved a United States Information Agency scholarship program to help Central American students complete their undergraduate education in this country. Story on Page 33.

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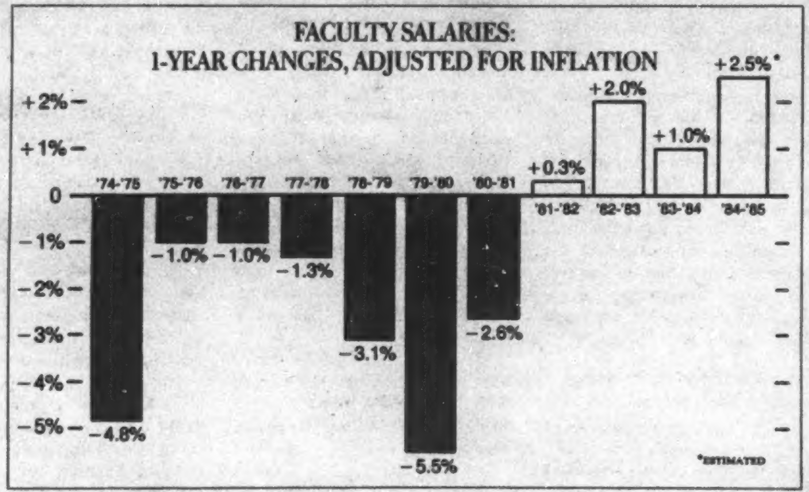

CHRONICLE CHART BY PETER H. STAFFORD

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Faculty Salaries Are Up 6.6 Pct., Average $30,960

Increase outpaces inflation for fourth consecutive year

WASHINGTON

Faculty salaries are up 6.6 per cent this academic year and the average faculty member is making $30,960, the American Association of University Professors reported last week.

It was the fourth consecutive year in which salaries increased faster than inflation.

"This year's gain is considerably greater than most observers would have anticipated a year ago," said W. Lee Hansen, professor of economics at the University of Wisconsin at Madison and author of the report of the association's annual survey.

The 6.6-per-cent figure is the average increase for all faculty members at all types of institutions.

When taking inflation into account, the increase this year is about 2.5 per cent—the largest such rise since the 1960's, according to the survey report.

Mr. Hansen attributed the increase to the fact that economic growth and low inflation had eased the financial condition of colleges and universities, thereby enabling them to give relatively large raises.

"The prospects for the future look brighter than they have in recent years," Mr. Hansen said in his report. The growing

Continued on Page 24, Column 1

Kerr Says Federal Era Has Ended for Colleges; Governors Now the Key

By JEAN EVANGELAUF

RACINE, WIS.

The federal era in higher education has "clearly ended," Clark Kerr, president emeritus of the University of California and a noted observer of the higher-education scene, said here last week.

For at least the next 30 years, he said, new initiatives and new money for colleges and universities will come from the states instead of from Washington.

Mr. Kerr told the participants in a conference on the role of governors in higher education that the shift to the states was occurring not only because of the Reagan Administration's education policies, but also because of the economic effects of federal budget deficits, the national debt, and planned new weapons systems.

30 Years of State Initiatives

Because of large military expenditures and the high cost of interest on the debt, money for higher education "wouldn't be there even if the policies were," he said.

However, he said, federal support for research and student assistance will continue.

Mr. Kerr said he expected a 30-year period of state initiatives because "it will be a long time before the federal government has dug itself out of debt and paid for weapons systems."

In most states the governor has become the single most important person in higher education, Mr. Kerr said, for several reasons:

► "The share of state budgets to higher education is up enormously, and that has to have the governor more interested."

► Political leaders formerly believed that just as there was separation of church and state, so should there be a separation of higher education and state, "but with

Continued on Page 11, Column 1

Hopes Rise for U.S.-India Exchanges

By MALCOLM G. SCULLY

NEW DELHI

Both Indian educators and Americans working here hope that the policies and attitudes of the new government of Prime Minister Rajiv Gandhi will lead to improved academic and cultural relations between India and the United States.

Thus far, they stress, the changes since Mr. Gandhi took over after his mother's assassination last year have been more in mood than in substance. And they add that any permanent expansion of academic and cultural contacts between the two countries will depend primarily on an overall improvement in Indo-American relations.

Nonetheless, they note that American interest in India has expanded dramatically in the past year and that Mr. Gandhi's goals of reforming India's universities and boosting the country's commitment to scientific research and development should generate new possibilities for expanded relations.

"It's a little bit early to come to any

Continued on Page 34, Column 1

A Student Entrepreneur Finds Diamonds Can Be a Man's Best Friend; Now He's About to Find Out for Himself How the Cookie Crumbles

By THOMAS J. MEYER

DALLAS

Meet Felix Frydberg.

Two years ago, he started a retail business selling jewelry and watches and earned up to $200 a day. Last summer he went wholesale, marketing diamonds to dealers from San Antonio to Fort Worth.

Now, as president of a company called Consolidated Texas Shareholders, he's moving out of jewelry—diversifying, as he says—and planning to launch a chain of gourmet cookie stores this spring.

Mr. Frydberg is a well-dressed, fast-talking, straightforward man with four business cards, a firm handshake, and big, big plans.

His cookie shops will be grossing more than $3-million a year, he says, by 1987. If all goes well, that will be the same year that Mr. Frydberg, who is 20 now, will graduate from the University of Texas.

Felix Frydberg is part of a new generation of entrepreneurs—young, ambitious and energetic—who are taking the reins of America's economy in its transition. He is also one of a new breed of college students who are making their mark by making a profit.

"All young people want to be independent and on their own. This is their way of expressing it," says Verne C. Harnish, the national director of the Association of Collegiate Entrepreneurs, whose members met here last month for their second annual conference.

"This is this generation's way of manifesting that same independent, anti-estab-

Continued on Page 14, Column 1

FACT-FILE

Average Faculty Salaries by Rank and Type of Institution, 1984-85

	SALARY				1-YEAR CHANGE			
Academic rank	Public	Independent private	Church-related	All	Public	Independent private	Church-related	All
Category I: Doctoral institutions								
Professor	$42,560	$49,880	$44,710	$44,100	+ 6.6%	+ 6.1%	+ 7.1%	+ 6.5%
Associate professor	31,370	34,130	33,270	31,910	+ 6.4%	+ 5.5%	+ 6.6%	+ 6.3%
Assistant professor	26,100	27,840	27,200	26,480	+ 6.9%	+ 6.1%	+ 7.0%	+ 6.7%
Instructor	19,330	21,760	22,110	19,790	+ 6.4%	+ 4.2%	+ 5.4%	+ 6.0%
Lecturer	22,860	23,560	24,360	23,030	+ 7.1%	+ 5.8%	+10.9%	+ 6.9%
All ranks	33,860	39,020	34,640	34,830	+ 6.6%	+ 6.0%	+ 6.9%	+ 6.5%
Category IIA: Comprehensive institutions†								
Professor	37,090	37,980	37,110	37,190	+ 8.0%	+ 6.2%	+ 5.7%	+ 7.6%
Associate professor	29,620	29,730	29,190	29,590	+ 7.3%	+ 5.9%	+ 5.3%	+ 6.9%
Assistant professor	24,420	23,890	24,130	24,320	+ 7.1%	+ 5.9%	+ 5.2%	+ 6.7%
Instructor	19,640	17,810	19,170	19,370	+ 7.0%	+ 5.2%	+ 6.1%	+ 6.7%
Lecturer	19,900	22,380	23,170	20,360	+ 6.8%	+ 5.6%	+11.4%	+ 6.8%
All ranks	29,930	29,200	29,170	29,770	+ 7.5%	+ 6.0%	+ 5.5%	+ 7.2%
Category IIB: Baccalaureate institutions								
Professor	33,850	36,500	29,510	32,830	+ 7.9%	+ 5.7%	+ 5.4%	+ 6.2%
Associate professor	26,160	27,670	24,130	26,230	+ 7.6%	+ 6.0%	+ 5.4%	+ 6.2%
Assistant professor	23,540	22,530	20,350	21,850	+ 7.3%	+ 5.8%	+ 5.5%	+ 6.1%
Instructor	19,000	18,330	16,940	17,840	+ 7.0%	+ 5.8%	+ 6.1%	+ 6.4%
Lecturer	21,060	22,230	16,430	20,690	+ 8.4%	+ 7.5%	+ 6.4%	+ 8.2%
All ranks	26,880	27,790	23,360	25,800	+ 7.6%	+ 5.8%	+ 5.5%	+ 6.2%
Category IIC: Specialized institutions								
Professor	40,860	37,840	25,850	35,920	+ 5.5%	+ 6.1%	+ 6.0%	+ 5.8%
Associate professor	31,670	29,620	22,890	29,410	+ 6.8%	+ 6.7%	+ 5.2%	+ 6.6%
Assistant professor	27,570	25,240	19,480	25,240	+ 7.5%	+ 6.2%	+ 6.0%	+ 6.7%
Instructor	21,720	19,940	16,030	19,890	+ 6.1%	+ 5.5%	+ 4.6%	+ 5.7%
Lecturer	23,250	22,680	‡	23,030	+12.2%	+ 8.0%	*	+11.2%
All ranks	32,520	28,450	22,470	28,860	+ 6.4%	+ 6.3%	+ 5.8%	+ 6.3%
Category III: 2-year institutions with academic ranks								
Professor	33,230	24,680	21,290	32,880	+ 6.1%	+ 3.7%	+ 4.1%	+ 6.1%
Associate professor	28,200	22,970	18,300	27,950	+ 5.8%	+ 4.9%	+ 6.4%	+ 5.8%
Assistant professor	23,630	19,320	17,630	23,370	+ 5.9%	+ 6.6%	+ 3.1%	+ 5.9%
Instructor	19,630	15,560	15,210	19,340	+ 5.5%	+ 4.7%	+ 2.8%	+ 5.4%
Lecturer	18,070	11,370	*	17,740	+ 7.3%	+ 9.1%	*	+ 7.4%
All ranks	26,460	20,370	17,440	26,120	+ 5.9%	+ 5.1%	+ 3.9%	+ 5.9%
Category IV: 2-year institutions without ranks								
No rank	24,830	16,240	18,010	24,550	+ 5.8%	+ 6.2%	+ 6.1%	+ 5.8%
All categories combined except IV:								
Professor	39,640	44,130	33,510	39,870	+ 7.0%	+ 6.1%	+ 5.9%	+ 6.7%
Associate professor	30,210	30,930	26,810	29,910	+ 6.8%	+ 5.8%	+ 5.6%	+ 6.4%
Assistant professor	25,020	25,040	22,060	24,610	+ 6.9%	+ 6.0%	+ 5.7%	+ 6.6%
Instructor	19,530	18,990	17,500	19,150	+ 6.5%	+ 5.1%	+ 6.0%	+ 6.2%
Lecturer	21,630	23,100	21,780	22,020	+ 7.2%	+ 6.0%	+10.2%	+ 7.1%
All ranks	31,240	32,950	26,250	30,960	+ 6.9%	+ 6.0%	+ 5.8%	+ 6.6%

† Institutions that award degrees beyond the bachelor's degree but do not qualify for Category I.
‡ Too few individuals to warrant publication of data.
* No data reported.

Note: Salary figures are based on reports of 2,059 institutions. Percentage changes are based on reports of 1,736 institutions that provided comparable data for both 1983-84 and 1984-85.

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Faculty Salaries Up 6.6 Pct., Average $30,960

Continued from Page 1

concern about the quality of higher education has focused attention on the need to raise faculty salaries, he said.

By rank, the average salaries at all institutions are as follows:

- ► Full professor, $39,870;
- ► Associate professor, $29,910;
- ► Assistant professor, $24,610;
- ► Instructor, $19,150;
- ► Lecturer, $22,020.

Those figures are based on the reports of 2,059 institutions, and are adjusted to a standard nine-month basis.

The survey was conducted for the American Association of University Professors by Maryse Eymonerie Associates of McLean, Va.

Even with this year's increases, the purchasing power of faculty salaries is still below what it was in 1970-71, Mr. Hansen said. Bringing them to the 1970-71 level would require an 18.9-per-cent increase, he calculated.

Salary increases for "continuing" faculty members—those who taught at the same institution in both 1983-84 and 1984-85—averaged 7.1 per cent. The reason, said Mr. Hansen, is that "continuing faculty members are rewarded for their service and performance, and are promoted as they move up through their careers."

For the first time since 1979-80, the increases at public institutions equaled or topped those at private institutions. At the former, salaries are up an average of 6.9 per cent, compared with 6 per cent at independent private institutions and 5.8 per cent at church-related colleges.

Public colleges and universities benefited from increased tax collections last year. "By early 1984, when 1984-85 budgets were being determined, economic conditions had improved greatly and states were beginning to project substantial surpluses," Mr. Hansen said.

Even with this year's greater increases at public institutions, faculty members are still making less, on the average, than their colleagues at independent private institutions.

Those at public universities awarding the doctorate earn an average of $33,860, compared with $39,020 at independent private universities. That disparity can be explained by the striving of private institutions to "maintain their prestige and dominance over public institutions" and by the fact that the range of salaries is smaller at public institutions, Mr. Hansen said.

This year's survey indicates that at all ranks, the average salaries of women are below those of men. For all institutions combined, the salaries by sex are as follows:

	Men	Women
Professor	$40,390	$35,590
Associate	30,410	28,240
Assistant	25,370	23,320
Instructor	19,860	18,500
Lecturer	23,430	20,450

In addition to salary data, the A.A.U.P. report also contains information about tenure and fringe benefits.

Over all, 65 per cent of faculty members have tenure, the report said.

For the average faculty member, the value of fringe benefits totaled about 22 per cent of salary.

The survey report appears in the March-April issue of *Academe*, the A.A.U.P.'s magazine.

The magazine can be purchased for $25 a copy prepaid from the American Association of University Professors, Suite 500, 1012 14th Street, N.W., Washington 20005.

The listing of average faculty salaries by rank for individual colleges and universities will be published later this month in *The Chronicle*.

—JEAN EVANGELAUF

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THE CHRONICLE
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News Summary

Articles on inside pages

Edward Curran, former director of the National Institute of Education, has been named chairman of the National Endowment for the Humanities. Story on Page 19.

An annotated list of key Senators on education-related committees and subcommittees in the 99th Congress begins on Page 21.

The farm crisis caught university economists by surprise, but they have reacted more quickly, some observers say, than the U.S. Department of Agriculture. Story on Page 5.

A lobbying expedition to Washington by Los Angeles undergraduates underscored the meticulous organization at the heart of 1960's-style student activism. Story on Page 19.

The decline in the job market for faculty members in the liberal arts appears to some observers to have leveled off. Story on Page 25.

Colleges should be required to report the academic status of their athletes to the N.C.A.A., according to a survey of 475 college and university presidents. Story on Page 31.

French universities should have more independence from the state, according to a report by the Collège de France. Story on Page 35.

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SOME CALLED 'VIRTUAL SLUMS'

The State of India's Universities Distresses Scholars and Officials

By **MALCOLM G. SCULLY**

NEW DELHI

"Ordinarily an education system, like the brain, ought to provide guidance and direction for the body. It does that in India, but it also reflects, like the liver, all the ailments of the organism," says Ali Ashraf, vice-chancellor of Jamia Millia Islamia, a graduate-level institution in New Delhi.

Virtually no government official or university leader in India expresses satisfaction with the country's system of higher education.

Many Indians acknowledge that their system includes outposts of excellence that produce top-quality graduates, some of whom have gained international reputations and recognition at universities and laboratories around the world.

At the same time, they express profound distress over the current state of the country's 120 universities and nearly 6,000 colleges. Many institutions are, in the words of one professor, "virtual slums," where standards are non-existent and student "indiscipline" is widespread.

Government officials say the colleges and universities have failed to produce graduates qualified for the country's industrial and economic development. At the urging of Prime Minister Rajiv Gandhi, they are preparing a sweeping series of reforms.

A 'Mismatch' of Education and Jobs

"We have developed the foundations of a fairly modern industrial infrastructure in India," says C. K. Pant, Minister of Education. "In all our enterprises, including agriculture and industry, modern technologies are being introduced.

"The application of these new technologies is creating a situation in which there is a pronounced mismatch between educational preparation and job requirements. A remedy to this situation can only be a massive program of technical and vocational education."

T.S. SATYAN, BLACK STAR

India's colleges and universities now enroll some 3.5 million students. Above, a young woman at U. of Delhi.

Vice-chancellors and other administrators say that almost three decades of unchecked and haphazard growth since India gained her independence in 1947 have left their universities unable to meet the needs of individual students or the expectations of the country for highly trained workers.

"Universities have been unable to withstand pressures for admission and have thrown their doors open to good, bad, and indifferent students," says Madhuri R. Shah, chairman of the University Grants Commission.

"This has had a somewhat adverse impact on the standards of teaching, research, and examinations and also on the tone and tenor of discipline."

Faculty members find most of their students lackluster and their working condi-

Continued on Page 36, Column 3

Applications Up 4 Pct. over 1984 at 331 Colleges

Officials think students are applying to more institutions

Colleges and universities have received an average of 4 per cent more applications for admission this year than they did in 1984, according to a *Chronicle* survey of 331 four-year institutions.

But a number of admissions directors, mindful of projected declines in the overall number of high-school graduates, said in telephone interviews last week that they attributed the increase to a rise in the number of applications submitted per student, rather than to an increase in the number of people planning to attend college.

Fifty-five per cent of the institutions surveyed reported increases in the number of applicants for places in next fall's freshman classes, with public institutions showing slightly larger increases than private ones.

The survey also indicated that:

► Application levels were strongest at large public universities, with almost three-quarters reporting increases.

► Private comprehensive institutions experienced the smallest gains, averaging 2.3 per cent.

► By region, the largest increases among public institutions were reported in the Southeast, where they received 8.6 per cent more applications this year.

► Private institutions in the West and Southwest led their counterparts elsewhere, with an average gain of 7.3 per cent.

► Among institutions enrolling more than 20,000 students, all of the private universities and more than three-quarters of the public universities reported receiving more applications this year than they did in 1984.

The admissions directors, however, repeatedly cited the growing tendency on the

Continued on Page 16, Column 1

Who Says Capitalism Is 'Based on the Exploitation of Man by Man'? This 'Oxford Advanced Dictionary of Current English,' That's Who

By **RICHARD OWEN**

MOSCOW

A special Soviet edition of the *Oxford Advanced Learner's Dictionary of Current English* has stirred quizzical and critical reactions among some scholars in the Soviet Union.

Because the dictionary—a standard teaching aid in English-language courses—was unavailable in the Soviet Union, a publishing house here recently signed a reprint agreement with the Oxford University Press. According to Soviet scholars, the reprinted version includes several definitions that have been altered to make them ideologically acceptable.

They say the alterations were made with the permission of the Oxford University Press. The Soviet edition gives no indication that the definitions have been changed, so users have the impression that the definitions are those that appear in Western editions of the dictionary.

'Socialism Replacing Capitalism'

The Russian edition of the dictionary defines capitalism as a social system "based on the exploitation of man by man, replacing feudalism and preceding communism." Communism is defined as "a theory revealing the historical necessity for the revolutionary replacement of capitalism," and socialism as "the first phase of communism, a social system which is replacing capitalism."

One Soviet scholar said that when he read the dictionary, he was astounded to think that those definitions were the approved view of capitalism and communism in the West.

In Britain, a spokesman for the Oxford University Press said the decision to authorize the reprint had been made by the press's English-language teaching department.

"We were very anxious that this dictionary should be published. We were in negotiations for 10 years," the spokesman said. "In the end, the Russians would only agree to publish if we allowed changes to some sensitive definitions. Our negotiator considered that no Russians learned their politics from dictionaries, and a reasonable compromise was made."

SUNY's Wharton Urges Blacks to Seek Top Jobs in Campus Administration

By GAYNELLE EVANS

WASHINGTON

Blacks in higher education have made "indisputable" progress in gaining access to leadership positions in predominantly white institutions, but they must avoid "dead-end jobs" if the gains are to continue, Clifton R. Wharton Jr., chancellor of the State University of New York System, said here last week.

The gains have been made because "individual bias and overt racism" have generally diminished since the 1970's, allowing more blacks "to open new frontiers of access" in higher education, Mr. Wharton told participants in a conference sponsored by the National Association for Equal Opportunity in Higher Education.

"When I became president of Michigan State University in 1970, I was the only one," he said later. "Now there are many more." But the gains are not "total," nor are they safe, he said. Mr. Wharton was named chancellor of the 64-campus SUNY system in 1978.

He challenged the group to "continue down the royal road" to executive positions on predominantly white campuses.

However, Mr. Wharton warned that blacks must:

► Avoid spending a disproportionate amount of time serving on committees and counseling black students. They must, he said, make time for research and publishing.

► Avoid following limited and stereotyped career paths leading away from academic administration.

Many black faculty members are stereotyped by their peers if they teach or conduct research in ethnic disciplines, he said. Even though their colleagues may appear to accept their work, "there will be soft murmurs about the work's 'limited' or 'parochial' nature" among the institution's hierarchy, he added.

Black faculty members who focus on disciplines such as business or English may not be any more secure unless they make time for research and publishing. Because black faculty members on predominantly white campuses are usually in great demand to serve on committees and to counsel black students, the time left for research and publishing is minimal, Mr. Wharton said.

"What could be more natural, not to mention more comfortable for all concerned," Mr. Wharton asked, than to leave such jobs to black department members?

The small number of black faculty members on predominantly white campuses "dictates" that a black faculty member serve on two or three times as many committees as a typical white professor, he said. Both the meetings and the counseling of students account for too much time "over and above that already taken up in course preparation, meeting class, grading, and other instructional duties," he added.

As a result, he said, when the black faculty member is reviewed for tenure, the committee may see in his record competent teaching skills but a bureaucratic bent evidenced by heavy committee participation—an assessment that can lead to delayed promotions or denied tenure.

Many of the same forces push black faculty members into making dead-end job changes or moving into "career cul-de-sacs," Mr. Wharton said. So many blacks have quit research or teaching for positions in guidance and counseling, personnel, affirmative action and community relations, that there is "a tacit recognition that blacks have a special claim on these kinds of positions," he said.

The immediate effects of such career moves can be heady, but Mr. Wharton warned that they can often mean a limited future. "Having in many cases risen quickly, they abruptly find themselves rising not at all—mainly because there is nowhere for them to go," he said.

331 Colleges Report a 4-Pct. Increase in Applications for Next Fall

Continued from Page 1

part of individual students, especially those aspiring to the more selective institutions, to submit applications to more than one institution.

"There are fewer kids out there applying, but they're applying to more places and then waiting to see what happens," said Jerome D. Schnydman, director of admissions at the Johns Hopkins University. He said that applications had declined by 2 per cent at Johns Hopkins this year, after increasing 23 per cent in 1984.

"Kids have heard that selective colleges are not as difficult to get into as they used to be," said Richard Moll, director of admissions at the University of California at Santa Cruz. "They're scattering applications and hoping for the best at their dream colleges." He said his staff had been left "smiling and frantic" by a 51-per-cent rise in applications.

"There were a lot of multiple applications last year, too," said Fred Zuker, dean of admissions and financial aid at Pomona College. "All we can figure is that the phenomenon is spreading." The college has received 20 per cent more applications for this year than it did last year.

"We learned from financial-aid forms that one of our applicants has applied to 30 institutions," he said. "Students and their parents are becoming more sophisticated about the notion of shopping for the best financial-aid offer. People figure that a $25 or $30 investment in an application fee is worth it if you can see a $2,000 or $3,000 difference in financial aid."

John R. Hopkins, director of admissions and financial aid at Grinnell College, added that responsibility for the multiple applications belonged partly to colleges and universities, which have "increased their overall marketing and recruitment efforts."

Up 15 Pct. at Grinnell

Grinnell's applications, he said, have risen by about 15 per cent this year. "In general, there are more applications per student," Mr. Hopkins said. "Not a lot more, but I think we've moved up a notch."

"Everybody is starting to do more with mail and telephones," said Peter Metarko, director of admissions at Florida State University, where the number of applications has risen 14 per cent this year. "The privates have been doing that for a couple of years, but now the publics are doing the same thing."

At Keene State College, which has received a record number of applications this year, Donald N. Parker, the admissions director, attributed the rise to better publicity efforts. "It was a case of letting people know that we exist and that we have something very attractive here," he said.

"But I don't want to sound like we have it all in the bag," he added. "There's a difference between applications and deposits." Morale is high in his office, he said, but it is "tempered with a concern about what will happen to us when everyone else gets through with admissions."

"I think the secondary schools, which for years held kids back a little, have given up" and are now encouraging multiple applications, said Alfred T. Quirk, director of admissions and financial aid at Dartmouth College, which received 8 per cent more applications this year.

An Element of Uncertainty

The trend toward multiple applications, some admissions directors said, has introduced an element of uncertainty into their class-size calculations by reducing the traditional "yield"—the percentage of students who, having received offers of admission, actually enroll. Some institutions are attempting to compensate by offering admission to more students than they otherwise would, but in most cases admissions directors must base their adjustments more on intuition than on solid information.

"We're sweating it out right now," said Dartmouth's Mr. Quirk. "We stir the entrails, make a few sacrifices, look at the way the smoke is blowing—and then pick a number."

At Pomona College, the admissions office is increasing the number of admissions offers "a little bit, just to be sure," said Mr. Zuker.

"The dilemma is that the quality of our group is very, very good," said Mr. Zuker. According to the traditional model, he noted, an institution's yield drops as the quality of its applicant pool increases.

"That would indicate that we should go out with more offers, but if the yield changes in our favor by more than a percentage point or two, the dean of students is going to be at my throat," he said. "Where would we put them all?"

The trend toward multiple applications, said Richard A. Stewart, dean of admissions at Allegheny College, "means, in terms of yield, that you can have the applications, you can have the acceptances, but until September you're not really sure that you'll have the enrollment"—in part because lower yields mean that more institutions offer late acceptances to students on their waiting lists, and those students then forfeit deposits to attend institutions they may consider more prestigious.

At Allegheny, Mr. Stewart added, applications have risen slightly after a substantial increase last year.

Now that many institutions have mailed out acceptance letters, said William R. Mason, Bowdoin College's admissions director, they are "gearing up to convince the students that they belong there," often through telephone campaigns.

Bowdoin, he noted, received "the largest number of total applications, from the best-qualified students, that we've seen in a 10-year period. I don't know what to attribute it to. It's been a bizarre year."

At other institutions:

► Applications at Beloit College are "running slightly ahead of last year, which was a record year," said Thomas Martin, director of admissions and financial aid.

► Freshman applications at De Paul University have risen 6 per cent, and transfer applications are up 18 per cent, said Patricia Gunty, assistant director of admissions.

► Applications at Louisiana State University "are running a little ahead of last year," said Ordell Griffith, its admissions director. "It's fluctuating from one week to another. I don't pretend to be able to predict what it's going to be."

► Applications at North Carolina State University "are just about the same," said Anna P. Keller, the director of admissions.

► Applications at Reed College "are up about 22 per cent over 1984," said Robert J. Mansueto, the college's dean of admissions, who credits the news media for creating "a renewed perception of the value of a liberal-arts education," helping the college's admissions program.

► Applications at the University of Chicago "are up just a bit over 10 per cent," said Zina Jacque, associate director of admissions, who added: "We're ecstatic."

CHRONICLE SURVEY

Changes in Number of Freshman Applicants

March 1, 1985, compared with March 1, 1984

	Per cent reporting increase	Per cent reporting decrease	Per cent change in average[1]	Per cent change: High[2]	Per cent change: Low[3]
Private colleges and universities					
Research and Ph.D.-granting	55.6%	44.4%	+5.0%	+14.9%	− 4.3%
Comprehensive[4]	60.8%	39.2%	+2.3%	+11.8%	− 6.7%
Liberal arts	52.5%	47.5%	+3.8%	+14.0%	− 9.6%
Regions					
Northeast and Mid-Atlantic	55.4%	44.6%	+2.4%	+ 8.7%	− 8.8%
Great Lakes and Plains	44.9%	55.1%	+3.0%	+14.0%	− 9.3%
Southeast	64.3%	35.7%	+8.4%	+16.1%	− 5.7%
West and Southwest	67.6%	32.4%	+7.3%	+16.9%	− 9.6%
Enrollment					
500 – 2,499	57.9%	42.1%	+3.9%	+14.9%	− 8.5%
2,500 – 4,999	60.4%	39.6%	+5.2%	+10.2%	− 6.2%
5,000 – 9,999	49.4%	50.6%	+3.1%	+19.4%	− 8.3%
10,000 – 19,999	33.2%	66.8%	+3.2%	+ 4.0%	− 9.9%
20,000 and over	100.0%	0.0%	+8.1%	+13.7%	+ 2.9%
All private institutions	54.1%	45.9%	+3.8%	+15.6%	− 8.2%
Public colleges and universities					
Research and Ph.D.-granting	73.6%	26.4%	+5.3%	+11.8%	− 3.1%
Comprehensive[4]	50.9%	49.1%	+2.7%	+13.1%	− 9.3%
Regions					
Northeast and Mid-Atlantic	57.1%	42.9%	−1.7%	+12.8%	− 4.8%
Great Lakes and Plains	60.7%	39.3%	+4.7%	+ 8.8%	− 8.7%
Southeast	69.2%	30.8%	+8.6%	+15.1%	− 1.1%
West and Southwest	55.2%	44.8%	+5.1%	+11.8%	−11.4%
Enrollment					
500 – 2,499	50.6%	49.4%	+3.8%	+14.8%	− 9.4%
2,500 – 4,999	44.7%	55.3%	−1.8%	+ 5.4%	−11.6%
5,000 – 9,999	55.2%	44.8%	+3.1%	+14.2%	− 9.3%
10,000 – 19,999	69.3%	30.7%	+3.8%	+12.7%	− 1.4%
20,000 and over	76.9%	23.1%	+3.8%	+10.9%	− 0.8%
All public institutions	56.8%	43.2%	+4.1%	+12.7%	− 8.8%
All institutions	55.0%	45.0%	+4.0%	+13.3%	− 7.8%

1 Percentage change in mean number of applications received by March 1, 1985, compared with the mean for a year earlier.
2 One-fourth of the institutions reported changes above the "high" percentage.
3 One-fourth of the institutions reported changes below the "low" percentage.
4 Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.
Note: Survey data are from a stratified random sample of 331 four-year colleges and universities, excluding those with enrollments under 500.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Note Pad

After weeks of fitful negotiations, Senate Republican leaders and White House aides last week reached an agreement on a multi-billion-dollar package of spending cuts for 1986.

The compromise would tighten eligibility standards for Guaranteed Student Loans as well as for other student-aid programs, but not as much as President Reagan asked. A preliminary document handed out by budget negotiators indicated that the plan would trim $370-million from federal spending for student aid and $64-million for aid to health-professions schools and students.

There were reports that the plan would limit the loans to students from families earning $60,000 or less annually—up from the $32,500 that Mr. Reagan proposed—and place an $8,000-a-year cap on the total amount of federal aid a student could receive—up from Mr. Reagan's $4,000 cap.

No one was saying that the plan would pass the full Senate easily. Sen. Pete V. Domenici, Republican of New Mexico and chairman of the Senate Budget Committee, called the plan "a very tough package."

"It's tough medicine for a tough time."

■

George P. Shultz, Secretary of State, told the 10th annual conference of the National Association for Equal Opportunity in Higher Education last week that he felt "right at home" among the 2,000 black educators at the meeting.

The Secretary said that although he had been "stripped" of other job titles that he held in the private sector when he joined the State Department, he is still a professor "on leave" from Stanford University.

So he told the audience, "You people can't push me around. Because I've got tenure."

■

Clarence M. Pendleton, controversial chairman of the U.S. Commission on Civil Rights, drew the largest crowd last week at the meeting of black educators. Some of those in attendance got the opportunity to challenge him during one of 13 roundtable discussions.

The discussion grew heated after the chairman described his commission's stand against preferential treatment of minorities, including hiring quotas, goals, and timetables. The commissioner said that because of preferential treatment, he no longer saw members of minority groups "striving to achieve."

Mr. Pendleton told the group, "There has been so much preferential treatment of minorities in this country that many of us don't know if we made it with preferential treatment or not."

Asked if he had experienced discrimination himself, Mr. Pendleton replied that as commissioner he had "been in situations where you could smell discrimination." Pressed for an example, he cited an instance where as a guest at a social function in his hometown of San Diego, he had been mistaken for one of the entertainers.

Washington

Each of 250,000 Students from Poor Families Seen Losing $1,160 in Aid Under Reagan Plan

State-college association says study shows White House claims about cutbacks are 'false'

By CHERYL M. FIELDS

WASHINGTON

Almost a quarter of a million students from families with annual incomes of less than $6,000 would lose an average of $1,160 each in federal aid under President Reagan's budget proposals, according to a report by the American Association of State Colleges and Universities.

An additional 96,000 students from families with incomes between $6,000 and $12,000 would receive less aid than they do now, the report added.

"These figures show that the Reagan Administration's claim that the cuts would affect only middle-income students from families with incomes of more than $25,000 is false," said Allan W. Ostar, president of the association. "In fact, 40 per cent (500,000) of the students who would be affected come from families with incomes below $25,000 per year."

The President proposed in his budget for fiscal 1986 to cut $1.6-billion from student aid by such means as restricting Guaranteed Student Loans to students from families earning under $32,500 a year, restricting Pell Grants to students from families earning less than $25,000, and limiting a student's total federal aid to $4,000 a year.

Other changes that would be "especially damaging to low-income and minority students," Mr. Ostar said, are proposals that would increase the amount of discretionary income that a family would be expected to contribute before a student could receive a Pell Grant and that would bar most students under the age of 22 from declaring themselves financially independent of their families.

The analysis was based on data gathered in a survey of the records of 15,616 student-aid recipients at public and private colleges and universities in academic 1983-84. The 371 institutions whose students' records were included in the survey "represent a stratified, random sample of public and private colleges and universities in the U.S.," the association said.

Number of Students Who Would Lose Aid Under Reagan Proposals

Income	Low-income	Minority	Women	Female single parents
Less than $6,000	236,992	61,028	114,088	17,535
$6,000—$12,000	95,934	20,838	50,696	3,131
$12,000—$18,000	92,812	15,158	49,240	2,601
$18,000—$25,000	72,270	8,184	34,548	395
$25,000—$32,500	—	39,867	133,506	534
$32,500 and above	—	31,737	249,063	—
Total	498,008	176,815	631,145	24,106

SOURCE: AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

15 Los Angeles Students Forgo Spring Vacation, Blitz Capitol Hill on Behalf of U.S. College Aid

By STACY E. PALMER

WASHINGTON

Most of them had never been to Washington before.

But only a few days after they arrived in the nation's capital a group of 15 students representing the Los Angeles Collegiate Council had mastered the subtleties of the complex Congressional budget process and had even conquered the complicated underground maze that connects the major office buildings on Capitol Hill.

By the end of their nine-day stay, the members of the council—which represents 300,000 students at 19 colleges and universities in the Los Angeles area—had also managed to gain a 45-minute meeting with the Secretary of Education, William J. Bennett.

And their efforts to persuade lawmakers to vote against President Reagan's proposed $1.6-billion cut in federal student aid had captured the attention of the national news media, leading to an appearance on ABC-TV's public-affairs program, "This Week with David Brinkley."

Issue Daily Newsletter for Lawmakers

While thousands of other students were relaxing during their spring vacations, the California students were meeting with dozens of lawmakers each day, boning up on statistics about federal student-aid programs, and staying up until 3 or 4 a.m. to churn out a daily newsletter, the *Student Higher Education Bulletin*.

The newsletter, which the students distributed each day to Congressional offices, served mainly as a device to gain the attention of lawmakers.

Said Randy P. Banis, a senior at the University of California at Los Angeles, "We'd be delivering the newsletter and sometimes the Congressman would be there and want to talk about what we were doing. It wasn't like coming in cold and saying, 'Can I talk with the Representative?' Instead, we were just dropping off information and doing some subtle lobbying on the side.

"It turned out to be a really effective tactic."

That, the students say, is how student activism, 80's style, operates.

By the time they met with Mr. Bennett, the students—who were among the first undergraduates to meet formally with him—had done so much research on the controversial new Education Secretary that they said they knew just about everything there was to know about his views on academics and his personal background and interests.

The only thing they hadn't discovered, said Mr. Banis, who is chairman of the council, was "what position he played on the football team at Williams." (Mr. Bennett played tackle.)

Another measure of the students' dedi-

Continued on Following Page

Reagan Picks Peace Corps Official to Head Humanities Endowment

WASHINGTON

President Reagan last week nominated Edward A. Curran, deputy director of the Peace Corps and former director of the National Institute of Education, to head the National Endowment for the Humanities.

Mr. Curran reportedly had been the leading choice for the job for several months, but the announcement of his nomination was apparently delayed by reports that Sen. Robert T. Stafford, Republican of Vermont, planned to put a hold on the nomination. Senator Stafford has indicated that he no longer intends to do so.

The possibility of Mr. Curran's nomination aroused concern among some officials of scholarly associations and humanities organizations, who said he lacked professional experience in higher education and did not have qualifications comparable to those of previous endowment chairmen.

Last week Lisa Phillips, director of the National Humanities Alliance, cited Mr. Curran's "unusual qualifications" and added, "We look forward to an in-depth Senate hearing on the nomination."

Mr. Curran holds degrees from Duke and Yale Universities. From 1968 through 1980 he served as headmaster of the National Cathedral School here.

He distressed many educators in 1982 when, as director of the National Institute of Education, he suggested to President Reagan that the agency be abolished. Two months later, he was fired by then-Secretary of Education Terrel H. Bell.

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News Summary

Articles on inside pages

The Pentagon used a new export-control law to restrict the presentation of papers at a technical conference. Story on Page 11.

A proposal that would allow only four-year colleges to offer liberal-arts courses to U.S. soldiers in Europe is under attack by some members of Congress. Story on Page 15.

Higher-education groups criticized a budget compromise that would limit students to $8,000 a year in federal aid. Story on Page 15.

An annotated list of key Representatives on education-related committees and subcommittees in the 99th Congress begins on Page 17.

The Guggenheim Foundation has awarded fellowships to 270 scholars, scientists, and artists. List of winners on Page 8.

Endowments of colleges and universities lost an average of 2.2 per cent last year. Story and Fact-File on Pages 12 and 13.

Roger Schank is an artificial-intelligence expert and entrepreneur who works at getting computers to understand English. Story on Page 5.

Nearly 50 writing teachers who lost their jobs at the University of Texas at Austin are the victims of a harsh job market. Story on Page 23.

Tulane University tends to tout its academic achievements, but this year it is an athletic scandal that is making the news. Story on Page 27.

Argentina's largest university has initiated a series of sweeping educational reforms. Story on Page 31.

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RELUCTANT POSTDOCS

Slow Job Market, Not Scholarship, Main Factor in Postdoctoral Boom

By BEVERLY T. WATKINS

The depressed academic job market, rather than a heightened interest in scholarship, has been the major force behind the growth in postdoctoral education, according to a new report.

The report, which compared postdoctoral appointments in the 1970's with those of the proceding decade, found that the number of Ph.D.'s who gave job-related reasons for seeking a postdoctoral slot had increased sharply in all fields during the 1970's. At the same time, the number of doctorate-holders who said they were motivated primarily by a desire to gain additional research experience—the traditional purpose for postdoctoral study—decreased in most fields.

More "postdocs" were also using their appointments to gain education and training in additional areas, according to the study. Half or more of the doctorate-holders in many fields were working in specialties that differed from their own disciplines.

The report found that academe now has a sizable group of "reluctant postdoctorals"—those who sought research appointments primarily because suitable employment was not available elsewhere.

"The deteriorated Ph.D. job market of the 1970's almost certainly played the major role" in these changes, said William Zumeta, an assistant professor in the University of Washington's graduate school of public affairs and the author of the report.

"No longer is the postdoctoral cadre composed chiefly of the more promising young scholars motivated mainly by love of learning and research. Increasingly, postdoctoral appointees have been moti-

Continued on Page 26, Column 1

2-Year Colleges Are Advised to Find Out What Students and Public Expect of Them

By JEAN EVANGELAUF

CHICAGO

Community colleges will face continued image problems if they do not find out what students and the public expect of them.

That warning came from speakers at the annual meeting of the American Educational Research Association here. They said community colleges were divided over whether to emphasize vocational or transfer programs, and that poor communication between administrators and faculty members—and between the colleges and their constituents—was exacerbating the confusion over the institutions' mission.

Darrell Clowes, professor of education at Virginia Polytechnic Institute and State University, said one reason faculty members suffer from "malaise" is that students are not well prepared. "Functional literacy is the norm," he said.

"There is tremendous confusion about the mission of community colleges," he said. "Do we aspire to be a college or a community-service program? We are perilously close to a community-service program, based on the curriculum.

"We need ethnographic, observational studies," Mr. Clowes said. "We've answered every question we can with a computer, but it doesn't tell us very much. We need analysis that is richer, that has texture."

For example, he said, a study on one campus of female students who dropped out of remedial programs indicated that

Continued on Page 14, Column 1

Gains by Blacks in Education Found Eroding

Social policy seen threatening movement toward equality

NEW YORK

Educational gains made by black students during the 1960's and early 1970's have eroded somewhat during the last 10 years and are now endangered by policies that "threaten to reverse the movement toward equality," according to a report prepared for the College Board.

The document was commissioned because the recent spate of reports on excellence in education has "largely ignored issues of educational equality," wrote its author, Linda Darling-Hammond, a Rand Corporation researcher. In planning for reforms recommended by those reports, she added, both the needs of minority-group students and the effects that proposed reforms would have on them have also been ignored.

The new, 90-page report, "Equality and Excellence: The Educational Status of Black Americans," noted that:

► Black students, although now completing high school in significantly improved numbers, have lost ground in college-attendance and completion rates since 1975, when economic recession set in and federal student-aid programs ceased to expand.

► Black students are "seriously underrepresented" in graduate and professional schools.

► Black students have enrolled in increasing proportions at two-year institutions, where dropout rates—especially for blacks—are higher than at four-year colleges, and where fewer resources are available for "the most important areas" of educational programming.

► Almost half of college-bound black students came from families whose yearly incomes were below $12,000, while only 10

Continued on Page 14, Column 1

'If You Approach India with Cynicism,' Says an Academic, 'You Notice the Mud Only; Approach Her with Love, and She Reveals Her Beauty'

By MALCOLM G. SCULLY

HYDERABAD, INDIA

On a sidewalk in a crowded bazaar here, a crippled man lies on his stomach, his deformed legs bent at odd angles to his body.

As a Western visitor watches, a small boy runs up with a Popsicle, breaks it in two, and hands one half to the cripple. The boy sprawls on his stomach, face to face with the man, and they chat and smile as they share the refreshment.

■

"Understanding India is a matter of moods," says Ali Ashraf, vice-chancellor of Jamia Millia Islamia, a university in New Delhi. "It is also a matter of predisposition, for India presents facts of opposite kinds in their most contrasting colors.

"One has to approach this country as one may approach a woman. If you approach her with cynicism, you notice the mud only; if you approach her with love, she reveals her beauty.

"But this lady has survived many intruders in her privacy and preserves her distinctive qualities amidst all that changes. There are people galore who forecast her doom, but she goes on, like the Ganga, carrying the holy water and the filth in her bosom."

■

Visitors to India's colleges and universities can understand Mr. Ashraf's distinctions. Some institutions, like the country's five institutes of technology, modeled after the Massachusetts Institute of Technology, offer engineering programs that are acknowledged to be as good as any in the world.

Graduates of such institutions have their pick of some of the best jobs in India and, in most cases, access to laboratories and graduate schools in the universities of Western Europe and the United States.

But those institutions have a total enrollment of only about 20,000, and they are regularly criticized as contributors to India's brain drain. Only a small proportion of the 3.5 million students at the country's 120 universities and nearly 6,000 colleges

Continued on Page 32, Column 1

MARGINALIA

"Texas A&M's Faculty Senate discussed proposed procedures for the selection, evaluation, and retention of department heads at its regular monthly meeting March 4," reports *Fortnightly*, a newsletter at the university. "The proposed procedures . . . specify the makeup and procedures to be used by search committees, a four-year term of office for department heads with eternal midterm reviews . . ."

"It feels that way, sometimes," comments Texas A&M's Thomas S. Johnson, who sent the newsletter to us.

•

Another issue of *Fortnightly* contained this ominous notice:

"New members of the Texas A&M faculty and staff, especially those coming to Texas from out-of-state, are urged to update their wills and other legal documents."

•

From *Update*, a newsletter at South Dakota State University:

HEALTH INSURANCE COVERAGE
CORRECTION

"Removal of impacted teach is a covered service under the present contract."

And a much-appreciated service it is.

•

Headline over an ad for Polytechnic Institute of New York in the New York *Times:*

ASK SOMEONE YOU RESPECT
WHERE THEY GOT THEIR
GRADUATE DEGREE.

"Wherever it was," writes our New York correspondent, Stanley Saplin, "he sure didn't get it in grammar, did they?"

•

"I have been addressed in many ways, but this is the first really accurate one," writes Brown University's Robert A. Reichley, enclosing a letter that begins, "Dear Nonprofit Executive."

•

From a news item in *The Record*, the student newspaper at the State University of New York College at Buffalo:

"In order to solve some of the problems plaguing UB, a new undergraduate college program will go into effect in 18 months. Inadequate advising, large classes and useless courses will be the focus."

It's a program whose time has come.

•

In its new-acquisitions section, the Bloomfield College *Library Journal* listed *Rainy Day Activities for the Atari* under "Geography."

The rhythm-lovers among them spend the day beating tom-toms.

—C.G.

In Brief

2 Vice-Presidents Resign at Troubled Cheyney U.

Two more administrators at Cheyney University resigned last week in the aftermath of a threat to the university's accreditation that had already prompted the resignation of the president, C. T. Enus Wright.

Officials of the Pennsylvania State System of Higher Education, of which Cheyney is a part, last week sent a letter to the Middle States Association of Colleges and Schools requesting additional time to correct Cheyney's problems. When the association threatened last month to withdraw the university's accreditation, 12 reasons were cited, including poor leadership.

The resignations of Richard E. Flamer, vice-president for academic affairs; Mildred F. Johnson, vice-president for finance and administration; and Mr. Wright are part of a commitment made to the association by the system's chancellor, James H. McCormick, who promised to help provide Cheyney with "strong, new leadership in areas most critical for planning and management."

300 Arrested in CIA Protest at U. of Colorado at Boulder

More than 300 people protesting recruiting by the Central Intelligence Agency at the University of Colorado at Boulder were arrested last week by campus police.

The protesters, representing a coalition of campus and local groups, charged that the C.I.A. was guilty of aiding rebel Contras in Nicaragua who are killing innocent civilians, said Kevin D. Harris, a junior who is a spokesman for the protesters.

Five C.I.A. recruiters were on the campus for three days last week to interview students interested in working for the agency. University officials rejected protestors' calls to cancel the interviews, saying that "the C.I.A. is a bona fide U.S. agency that employs a great number of students" and that barring the recruiters would deny students "their right to this particular convenience."

College Issues Warning Against Pyramid Scheme

Officials at Boston College have warned students not to participate in pyramid schemes after receiving reports that some students had poured a total of $60,000 into one such enterprise in recent weeks.

Although pyramids are illegal in Massachusetts, neither college officials nor local law-enforcement agencies planned to act against the students involved.

R.I. Board Will Appeal Sex-Discrimination Ruling

A federal judge has found the University of Rhode Island guilty of assigning women to lower academic ranks and paying them less than comparably qualified men. Rhode Island's Board of Governors for Higher Education voted last week to appeal the decision.

In deciding the lawsuit, which was filed by woman faculty members in 1977, U.S. District Judge Bruce Selya ruled against the university in part but also found no proof that it had engaged in sex discrimination in its hiring, promotion, and tenure actions.

If the decision stands, the university could be liable for as much as $2.5-million in claims by women who were hired after 1972.

Minority-Student Groups Protest Brown U. Policies

A group of Hispanic students staged a two-hour sit-in at Brown University's admissions office last week, demanding that the institution admit more Hispanics and provide better services for minority students.

The demonstration was one of several protests by minority groups at the university in recent weeks. A black-student group that staged a large protest last month has demanded that Brown administrators make a "legal commitment" to improving race relations at the university.

A spokesman for the Hispanic group said administrators had not responded to the students' demands. The students are asking that Brown hire a Hispanic admissions officer and student recruiters and adopt a plan to recruit more Hispanics, said Faith Ortins, a Brown junior.

"We've proven that there's a problem," she said. "If they still don't respond, the consequences will be their own fault."

2 Sue U. of California over Chemical-Spill Cleanup

The University of California has been sued by an employee and a former employee who claim that their superiors were negligent in ordering them to clean up a hazardous-chemical spill on the Berkeley campus without proper training or equipment.

The Superior Court lawsuit seeks special state workers's-compensation benefits under negligence provisions of a new California law, a university spokesman said.

The suit was filed by William Field, an employee in the university's environmental health and safety department, and William Day, a former employee.

Mr. Field claims in the suit that he suffered headaches, impaired vision, and other physcial problems from the 1983 incident. The university has not yet responded.

Freshman Merit Scholars

50 institutions reporting the most in 1984

This table shows, in rank order, the top 50 colleges and universities attended by freshman Merit Scholars named in 1984.

The first column lists the total number of Merit Scholarship winners, while the second lists the number of those whose scholarships were paid for by the institution, and not by the National Merit Scholarship Corporation or other corporate sponsors.

Over all, 5,858 freshmen Merit Scholars were enrolled in 1984. There were 3,609 at 250 private institutions and 2,249 at 160 public institutions.

	Number of scholars	Number sponsored by institution
1. Harvard and Radcliffe Colleges	323	—
2. University of Texas at Austin	273	206
3. Yale University	187	—
4. Rice University	169	103
5. Princeton University	166	—
6. Texas A&M University	162	125
7. Stanford University	142	—
8. Massachusetts Institute of Technology	133	—
9. Michigan State University	128	95
10. Trinity University	121	98
11. University of Chicago	112	83
12. Carleton College	100	77
13. Georgia Institute of Technology	94	75
14. Northwestern University	86	52
15. University of Florida	82	74
16. University of California at Los Angeles	77	58
16. University of Michigan	77	—
16. Washington University	77	49
19. Brown University	75	—
19. University of California at Berkeley	75	3
21. Ohio State University	70	48
22. Baylor University	63	52
22. Duke University	63	8
24. Iowa State University	60	48
25. Cornell University	55	—
26. University of Illinois	47	—
27. Oberlin College	46	26
28. Harvey Mudd College	44	28
29. Case Western Reserve University	43	30
30. University of Pennsylvania	42	—
30. University of Virginia	42	—
32. Brigham Young University	41	28
32. U. of Minnesota at Minneapolis-St. Paul	41	32
34. Dartmouth College	40	—
34. Emory University	40	25
36. Vanderbilt University	39	14
37. California Institute of Technology	37	—
38. Johns Hopkins University	36	3
38. University of Missouri at Columbia	36	20
40. Georgetown University	34	—
40. Pennsylvania State University	34	4
42. University of Kansas	33	27
42. Rose-Hulman Institute of Technology	33	26
44. Purdue University	32	—
45. Auburn University	28	20
45. University of Georgia	28	24
45. University of Nebraska at Lincoln	28	22
45. University of Tulsa	28	22
45. Williams College	28	—
45. University of Wisconsin at Madison	28	—

SOURCE: NATIONAL MERIT SCHOLARSHIP CORPORATION

Cal. District Settles Harassment Lawsuit

The Peralta Community College District has reached a $100,000 out-of-court settlement with a former secretary who filed a $1.5-million sexual-harassment suit against Joseph W. Brennan, president of Feather River College.

Judy Ann Grimes claimed in her federal-court suit that she had been subjected to "retaliation" for refusing sexual advances from Mr. Brennan in 1980 and 1981.

Feather River is one of five colleges in the district, which has its headquarters in Oakland, Cal.

Penn Lecturer Disciplined for 'Ex-Slave' Remarks

A lecturer at the University of Pennsylvania who made comments that some black students found offensive has been barred from teaching next fall and will attend "sensitivity and racial-awareness sessions" before returning to the classroom.

Four black students accused Murray B. Dolfman, who has been a part-time lecturer in the university's Wharton School for 22 years, of singling them out during a legal-studies class last November to recite the 13th Amendment, which abolished slavery. When none of the students could recite the amendment, he expressed surprise that "former slaves" and "ex-slaves" were unable to do so.

A faculty committee that investigated and "deplored" the incident noted that Mr. Dolfman had apologized to the students when they complained to him about it.

Youngstown Workers Elect NEA as Bargaining Agent

Clerical and maintenance employees at Youngstown State University have elected an affiliate of the National Education Association as their exclusive collective-bargaining representative. The vote was 289 for the Association of Classified Employees and 15 for "no agent."

The N.E.A., which has represented faculty members on the campus since 1972, is also trying to form an affiliate representing 90 professional staff members.

Court Upholds Ill. Regents in Discrimination Case

A federal appeals court has upheld the Illinois Board of Regents in a seven-year-old reverse-dis-

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Investment Policies Spark Blockade at Columbia U.

WIDE WORLD

Robert J. Galliono, Columbia U.'s director of student employment, reads a restraining order to scores of students protesting the university's investment policies.

NEW YORK

Hundreds of Columbia University students last week blockaded the entrance to a campus building to protest the institution's investments in companies that do business with South Africa.

The protesters—whose number varied between 80 and 400—chained shut the entrance to Hamilton Hall, an administrative and classroom building. The students gathered in front of the building throughout the week, threatening to stay until Columbia agrees to withdraw its investments in companies dealing with the apartheid state.

About $33-million of the university's $863-million endowment is invested in companies that do business with South Africa, a Columbia spokesman said.

Access to the building was limited to a tunnel, and many faculty members were forced to relocate classes, according to a Columbia spokesman. An average of 2,000 students a day normally attend 100 classes in the building, she said.

A state judge issued a temporary restraining order early last week, requiring the students to remove the blockade or face contempt-of-court charges. But at a hearing on Wednesday, the judge denied a preliminary injunction against the students, whose protest started on April 4, the day of anti-apartheid rallies on a number of campuses.

"The court found that this is a protest in the spirit of non-violence and moral conviction," said John Klavens, a Columbia sophomore and spokesman for the Coalition for a Free South Africa, the student group that sponsored the demonstration.

A state judge issued a temporary restraining order last Wednesday to prevent Columbia from calling in law-enforcement officials to remove the blockade. That order was to expire on Monday, according to David Lerner, a spokesman for the Center for Constitutional Rights, whose lawyers are representing the coalition.

Columbia officials said last week that about 35 students had been notified that they had violated university rules of conduct. But the officials declined to comment on what sort of action might be taken against the students. Punishments could range from warnings to expulsions, a spokesman said.

Hunger Strikers Meet Sovern

In what some protesters called a "major victory," 14 students ended a 15-day hunger strike—a related protest—after meeting with Michael I. Sovern, Columbia's president. Mr. Sovern agreed to take their concerns about the university's investments to a committee of trustees.

Mr. Sovern later deplored the actions of the students responsible for the blockade, saying, "The offenders are hurting not only Columbia, but the struggle against apartheid."

In a statement circulated throughout the university, he also said that such figures as Henry David Thoreau and Martin Luther King, Jr., "would have recoiled in revulsion at the notion that physically attempting to keep others from class is civil disobedience."

About 200 members of Columbia's faculty signed a petition expressing support for the protesters. Professors also participated in a panel discussion and a "teach-in" where South Africa and apartheid were discussed, a spokesman for the coalition said.

The students' ranks were bolstered by several famous Columbia alumni and nationally known figures who offered their support. Folk singers Pete Seeger and Peter Yarrow—of the group Peter, Paul and Mary—led the protesters in song.

Although the sit-in continued around the clock—many student borrowed sleeping bags to weather the sub-freezing, late-night temperatures—some students took shifts while others collected food or went to classes. Students shared their notes with classmates who had skipped course meetings to stay at the protest.

At one point, organizers called for about three hours of "quiet study time" at the demonstration site. "It's hard to take classes and protest at the same time," said Elizabeth R. Smullens, a freshman.

While they were unsure whether Columbia would take any action against them, organizers said they planned to end the protest by late last week, probably by holding a large rally.

If their demands are not met, organizers said they would end the blockade only after initiating other forms of protest. "Our main idea is to prevent the trustees from passively sitting back and hoping this thing goes away," said Laird C. Townsend, a senior and organizer of the coalition.

—THOMAS J. MEYER

Number of Colleges and Universities by Enrollment in Fall, 1983

Fall 1983 enrollment	Number of institutions: Universities	Other 4-year	2-year	Total
Private institutions	62	1,385	355	1,802
Under 200	0	248	58	306
200 to 499	0	231	139	370
500 to 999	0	318	96	414
1,000 to 2,499	0	409	54	463
2,500 to 4,999	6	125	3	134
5,000 to 9,999	25	48	4	77
10,000 to 19,999	23	6	0	29
20,000 to 29,999	6	0	1	7
30,000 or more	2	0	0	2
Public institutions	94	471	915	1,480
Under 200	0	0	3	3
200 to 499	0	9	22	31
500 to 999	0	27	85	112
1,000 to 2,499	0	93	304	397
2,500 to 4,999	1	110	209	320
5,000 to 9,999	8	125	177	310
10,000 to 19,999	29	90	86	205
20,000 to 29,999	33	15	25	73
30,000 or more	23	2	4	29
Public and private	156	1,856	1,270	3,282
Under 200	0	248	61	309
200 to 499	0	240	161	401
500 to 999	0	345	181	526
1,000 to 2,499	0	502	358	860
2,500 to 4,999	7	235	212	454
5,000 to 9,999	33	173	181	387
10,000 to 19,999	52	96	86	234
20,000 to 29,999	39	15	26	80
30,000 or more	25	2	4	31

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

crimination lawsuit involving a Northern Illinois University effort to remedy pay inequities for woman faculty members.

The U.S. Court of Appeals for the Seventh Circuit has affirmed a 1983 district-court ruling that found Northern Illinois's disputed affirmative-action efforts to be "reasonable and lawful."

The case stems from actions in 1973, when the university created a pay-scale formula to achieve equity in pay and promotions.

Several male faculty members at the university filed complaints in 1975 alleging that the formula discriminated against them.

Students End Occupation at U. of Mass. at Amherst

Students at the University of Massachusetts at Amherst have ended a four-day occupation of administrative offices that was intended as a protest against an increase in student fees, the addition of faculty members to a student board, and alleged university investments in South Africa.

The occupation ended after officials agreed to appoint a committee of four faculty members and five students to investigate the university's holdings in three companies that the students say do business in South Africa.

University officials say stock in all such companies was sold in 1977.

The university also agreed to further discussions on adding faculty members to an all-student board that runs the campus center and the student-union building. But officials said they had no power to change a $261 fee approved recently by the trustees.

Notes on . . .
Radio & TV

Public radio stations across the country will help mark National Holocaust Remembrance Day this week with broadcasts of two programs specially produced for the occasion.

Both programs have been distributed by American Public Radio, and stations airing the segments are expected to do so on or about April 18, the day of remembrance.

"Underground Without Bullets: Cultural Resistance During the Holocaust" is an hour-long documentary focusing on a little-known aspect of life in the Jewish ghettos and Nazi concentration camps: artistic and cultural resistance activities. The two-part program is based on first-person accounts by survivors of various camps and internment areas and includes excerpts from interviews with a number of survivors, conducted in this country and in Israel.

"We hope that listeners will realize that the victims of the Nazis did not go to their deaths like sheep, but that they actively fought—with whatever means they had—to maintain their human dignity," says Sam Edelman, the program's executive producer. "When they had bullets they used bullets, but when they did not, they wrote, drew pictures, sang songs, and staged plays—things that enabled them to maintain their connection with their humanity."

Mr. Edelman is an associate professor of communications studies at California State University at Chico. The program was directed by Everett Frost of radio station WGBH in Boston and written by Carol Edelman, an adjunct professor of sociology at Chico.

Grants from the National Endowment for the Arts, the Los Angeles Jewish Federation Endowment Fund, and American Public Radio supported the production.

The second program, "Stories for the Days of Remembrance," is a collection of five short features and one 30-minute documentary based on the proceedings of a meeting in Washington last fall at which survivors of the Nazi camps met each other as well as many of their rescuers for the first time since World War II. The "stories" also feature interviews conducted at the meeting. The production, by station WNYC, was supported by the Weiler-Arnow Family and the Tisch Foundation.

•

Public television set new records for the number of contributors and the amount raised during its annual March fund-raising campaign.

According to the Public Broadcasting Service, the nationwide effort by 135 stations attracted $36.3-million from 721,773 viewers. The average pledge was $50.33, up slightly from last year's $48.44. This year's drive also reversed a three-year decline in the number of contributors, although the total amounts raised have increased each year.

Among the most successful programs broadcast during the fund-raising period were "Great Moments with National Geographic," "Woodstock," "A PBS 'Nova' Special," and " 'The Jewel in the Crown' Salute."

The theme of this year's campaign was "TV worth watching is TV worth paying for." —PAUL DESRUISSEAUX

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For further information, contact—
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IFRICS

The IFRICS Program which began during the Summer of 1983 at Clarkson University was established as a response to the critical shortage of college teachers of computer science. The program retrains faculty from other fields such as mathematics. The training takes place during two consecutive summers. Each participant is expected to complete a major programming project during the intervening academic year. The program prepares participants to teach about 1/2 of the ACM'78 co-curriculum in computer science. Participants should be able to teach most of the undergraduate courses in computer science as they gain teaching and programming experience. The faculty, which is drawn from top institutions, consists of established computer scientists for outstanding teachers. Limited openings still exist for the programs beginning this summer at:

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FACT-FILE

Value of 206 Endowments on June 30, 1984

1984 rank	Institution	Market value	
		June 30, 1983	June 30, 1984
1.	Harvard University	$2,451,290,000	$2,486,300,000
2.	University of Texas System	2,329,600,000	2,273,392,000
3.	Princeton University	1,281,080,000	1,287,900,000
4.	Yale University	1,089,100,000	1,080,670,000
5.	Stanford University †	881,801,000	943,986,000
6.	Columbia University	869,871,000	895,221,000
7.	Massachusetts Inst. of Technology	673,579,000	845,575,000
8.	University of Rochester	not reported	586,276,000
9.	University of California	not reported	558,411,000
10.	University of Chicago	538,500,000	517,100,000
11.	Washington University (Mo.)	490,759,000	474,684,000
12.	Rice University	488,843,000	462,156,000
13.	Emory University †	403,388,000	457,830,000
14.	Northwestern University	490,987,000	445,754,000
15.	Cornell University	438,730,000	417,671,000
16.	New York University	343,700,000	384,000,000
17.	University of Pennsylvania	314,854,000	329,436,000
18.	Rockefeller University	346,828,000	328,621,000
19.	Dartmouth College	326,132,000	318,879,000
20.	Johns Hopkins University	313,033,000	304,029,000
21.	Vanderbilt University	240,485,000	261,884,000
22.	University of Notre Dame	279,112,000	254,680,000
23.	University of Southern California	201,210,000	233,828,000
24.	California Institute of Technology ††	259,765,000	233,700,000
25.	University of Virginia	226,067,000	211,667,000
26.	McGill University *	197,461,000	197,833,000
27.	Duke University	298,087,000	195,678,000
28.	Case Western Reserve University	201,187,000	189,201,000
29.	University of Delaware	189,232,000	176,888,000
30.	Brown University	189,484,000	175,200,000
31.	Southern Methodist University *	150,748,000	174,225,000
32.	Smith College	178,483,000	171,108,000
33.	University of Michigan	168,599,000	165,635,000
34.	Williams College	162,677,000	164,133,000
35.	Carnegie-Mellon University *	173,434,000	162,508,000
36.	Baylor University *	120,869,000	158,772,000
37.	Wellesley College	166,142,000	158,223,000
38.	Wesleyan University	162,774,000	156,847,000
39.	University of Cincinnati	149,177,000	145,010,000
40.	Swarthmore College	158,204,000	143,548,000
41.	George Washington University	33,072,000	134,795,000
42.	Amherst College	135,074,000	132,309,000
43.	University of Pittsburgh	140,589,000	130,445,000
44.	Vassar College	138,833,000	128,048,000
45.	University of Richmond	130,358,000	127,734,000
46.	Grinnell College	120,021,000	126,958,000
47.	Wake Forest University	124,825,000	122,805,000
48.	Ohio State University	122,348,000	121,444,000
49.	Oberlin College	131,791,000	121,435,000
50.	Berea College	131,773,000	119,832,000
51.	Rensselaer Polytechnic Institute	127,543,000	119,513,000
52.	Tulane University	116,190,000	119,419,000
53.	Pomona College	113,970,000	111,771,000
54.	Loyola University of Chicago	107,927,000	108,074,000
55.	Baylor College of Medicine	not reported	106,344,000
56.	Middlebury College	102,061,000	100,524,000
57.	Lehigh University	101,321,000	99,955,000
58.	Georgetown University	95,858,000	95,076,000
59.	Lafayette College	94,169,000	88,272,000
60.	Boston University	93,152,000	85,896,000
61.	Thomas Jefferson University	86,955,000	85,288,000
62.	Mount Holyoke College	83,722,000	76,387,000
63.	Rochester Institute of Technology	not reported	75,547,000
64.	Carleton College	84,478,000	75,056,000
65.	Kansas U. Endowment Association	62,348,000	73,990,000
66.	Saint Louis University	77,100,000	73,491,000
67.	Syracuse University	73,450,000	72,502,000
68.	State University of New York	84,749,000	72,448,000
69.	Occidental College	70,378,000	69,474,000
70.	Rutgers University	68,825,000	67,486,000
71.	Academy of the New Church	73,885,000	66,482,000
72.	University of Miami *	66,342,000	64,196,000
73.	Bryn Mawr College *	68,801,000	62,507,000
74.	Butler University *	68,317,000	61,781,000
75.	Hamilton College (N.Y.)	58,581,000	60,813,000
76.	Earlham College	65,815,000	60,127,000
77.	University of Wisconsin System	66,789,000	60,070,000
78.	Trinity College (Conn.)	65,125,000	59,889,000
79.	University of North Carolina	63,724,000	59,859,000
80.	University of Missouri	57,677,000	59,570,000
81.	Tufts University	61,502,000	58,616,000
82.	University of Washington	48,981,000	58,602,000
83.	Cooper Union	58,544,000	56,915,000
84.	Worcester Polytechnic Institute	56,895,000	55,148,000
85.	Colgate University *	54,922,000	54,277,000
86.	Pepperdine University **	not reported	53,749,000
87.	Whitman College	38,750,000	53,306,000
88.	Bucknell University	52,780,000	52,194,000
89.	Southwestern University	51,354,000	52,008,000
90.	Colorado College	53,299,000	51,901,000
91.	University of Illinois Foundation	48,533,000	49,532,000
92.	University of the South	not reported	48,884,000
93.	Agnes Scott College	47,795,000	46,855,000
94.	Rhodes College	not reported	46,420,000
95.	University of Santa Clara	46,863,000	45,326,000
96.	Claremont McKenna College	45,412,000	44,887,000
97.	Willamette University *	44,943,000	43,466,000
98.	Mercer University	38,544,000	41,882,000
99.	University of Alabama ††	40,975,000	41,638,000
100.	Hampton University	44,476,000	40,129,000
101.	Colby College	45,792,000	40,108,000
102.	Radcliffe College	53,541,000	39,923,000
103.	Drew University	42,678,000	38,984,000
104.	Davidson College	$38,102,000	$38,267,000
105.	University of Vermont	39,642,000	38,112,000
106.	Lawrence University	38,630,000	37,564,000
107.	Berry College	33,443,000	36,949,000
108.	Simmons College	36,334,000	36,928,000
109.	University of Tennessee	33,752,000	35,883,000
110.	Denison University	33,391,000	33,743,000
111.	Virginia Inst. of Tech. Foundation	29,985,000	33,043,000
112.	Barnard College	30,686,000	33,064,000
113.	Rhode Island School of Design	32,809,000	32,810,000
114.	Marquette University	31,298,000	32,270,000
115.	College of Wooster	32,905,000	31,391,000
116.	Teachers College, Columbia U. †	34,320,000	31,085,000
117.	University of Wisconsin Foundation	32,447,000	30,745,000
118.	Arkansas College	26,601,000	30,467,000
119.	Philadelphia C. of Pharmacy & Science	35,719,000	30,442,000
120.	Union Theological Seminary	not reported	30,172,000
121.	Ohio University	32,324,000	29,140,000
122.	Spelman College	35,323,000	28,897,000
123.	Pennsylvania State University	25,702,000	27,211,000
124.	Sweet Briar College	25,217,000	27,167,000
125.	University of Maryland	28,845,000	26,882,000
126.	University of Illinois	28,242,000	26,444,000
127.	Franklin and Marshall College	24,134,000	26,442,000
128.	American University of Beirut	21,545,000	26,340,000
129.	Hendrix College **	25,250,000	25,842,000
130.	Furman University *	24,145,000	24,502,000
131.	University of Tulsa *	23,047,000	23,854,000
132.	Reed College	25,207,000	23,014,000
133.	University of Puget Sound †	21,508,000	22,846,000
134.	Alma College *	24,148,000	21,927,000
135.	Dickinson College	21,904,000	21,715,000
136.	Albion College	not reported	21,676,000
137.	C. of William and Mary Association	22,153,000	21,527,000
138.	Cornell College (Iowa)	20,790,000	21,044,000
139.	North Carolina State University	20,387,000	20,745,000
140.	Hollins College	22,884,000	20,739,000
141.	Oregon State Board of Higher Ed.	22,172,000	20,550,000
142.	Wheaton College (Mass.)	23,078,000	20,511,000
143.	Allegheny College	18,604,000	20,300,000
144.	Baldwin-Wallace College	19,325,000	20,294,000
145.	Connecticut College *	21,716,000	20,240,000
146.	Indiana University	18,372,000	20,133,000
147.	Kalamazoo College	20,092,000	20,119,000
148.	Pratt Institute †	20,343,000	19,966,000
149.	Wentworth Inst. of Technology	19,556,000	19,807,000
150.	Clarkson University	18,855,000	19,571,000
151.	Chatham College	20,403,000	19,482,000
152.	Clark University	22,834,000	19,038,000
153.	Knox College	20,680,000	18,435,000
154.	Wittenberg University	17,192,000	17,656,000
155.	Kenyon College	16,964,000	17,450,000
156.	DePaul University	not reported	17,445,000
157.	University of Arizona	17,252,000	16,626,000
158.	University of Dayton	15,065,000	16,241,000
159.	University of Maine	18,781,000	16,153,000
160.	Saint Mary's College (Ind.) *	14,412,000	15,014,000
161.	Bryant C. of Business Administration **	13,881,000	14,931,000
162.	Beloit College *	not reported	14,689,000
163.	Norwich University	15,799,000	14,413,000
164.	Drake University *	13,508,000	13,946,000
165.	Skidmore College	11,382,000	13,533,000
166.	Bradley University *	not reported	13,466,000
167.	Babson College	12,281,000	13,170,000
168.	Muhlenberg College	14,250,000	13,080,000
169.	Medical College of Virginia	not reported	13,041,000
170.	Washburn University of Topeka	13,973,000	12,827,000
171.	Washington and Jefferson College	not reported	12,728,000
172.	Illinois College	11,807,000	12,481,000
173.	Saint Norbert College	11,329,000	11,611,000
174.	Hope College	10,520,000	11,544,000
175.	Alfred University	11,773,000	11,502,000
176.	Wells College	10,730,000	11,264,000
177.	Ohio Northern University †	11,280,000	10,877,000
178.	Lake Forest College *	not reported	10,644,000
179.	Marietta College	not reported	10,606,000
180.	Moravian College	8,869,000	9,517,000
181.	College of William and Mary	9,880,000	9,299,000
182.	University of Akron	8,725,000	8,929,000
183.	Rockhurst College	8,644,000	8,920,000
184.	Suffolk University	not reported	8,773,000
185.	Washington State University	8,183,000	8,415,000
186.	University of Scranton *	8,380,000	7,965,000
187.	Pitzer College	not reported	7,723,000
188.	University of Nebraska	9,390,000	7,643,000
189.	University of Evansville *	7,086,000	6,904,000
190.	University of Rhode Island	6,147,000	6,407,000
191.	Medical College of Pennsylvania	6,568,000	6,362,000
192.	York College	not reported	6,266,000
193.	Virginia Commonwealth University	not reported	6,016,000
194.	Arizona State University	4,048,000	5,646,000
195.	Canisius College	5,099,000	5,211,000
196.	Western Michigan University	4,417,000	4,677,000
197.	Russell Sage College	5,061,000	4,565,000
198.	Philadelphia C. of Textiles & Science	4,584,000	4,326,000
199.	Monmouth College	3,089,000	3,647,000
200.	University of Tampa *	3,299,000	3,432,000
201.	Eastern Michigan University	2,763,000	3,048,000
202.	University of Massachusetts	3,048,000	2,878,000
203.	University of Mississippi	not reported	2,705,000
204.	University of Connecticut	2,058,000	1,992,000
205.	Saint Peter's College	not reported	1,721,000
206.	Ocean County College	951,000	968,000

* As of May 31, 1984
** As of July 31, 1984
† As of August 31, 1984
†† As of September 30, 1984

Note: Table includes only institutions participating in the voluntary comparative-performance study by the National Association of College and University Business Officers.

Total-Return Rates in Fiscal 1984

	1 year	3 years	5 years	10 years
All endowments	−2.24%	+10.79%	+11.82%	+10.07%
Funds over $100-million	−2.26%	+11.09%	+12.85%	+10.55%
$25-million to $100-million	−2.50%	+11.12%	+12.59%	+10.49%
Under $25-million	−2.01%	+10.35%	+10.56%	+ 9.37%
Comparative measurements				
Equities				
Dow Jones Industrial Average	−2.79%	+10.81%	+12.20%	+ 9.03%
Standard & Poor's 500 Index	−4.73%	+10.63%	+13.86%	+11.07%
Bonds				
Salomon Brothers Bond Index	−7.36%	+12.44%	+ 3.30%	+ 6.04%
Shearson Lehman Bond Index	−1.89%	+14.98%	+ 6.12%	+ 7.86%
Consumer Price Index	+4.23%	+ 4.62%	+ 7.48%	+ 7.76%
Higher Education Price Index †	+5.41%	+ 7.24%	+ 8.45%	+ 7.83%

Note: Data are based on 223 investment pools of 206 colleges and universities. Total return is change in market value, plus dividends and interest, for periods ending June 30, 1984.

† An index of changes in prices paid by colleges and universities for goods and services, developed by D. Kent Halstead, National Institute for Education.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

Return on Endowment Funds Dropped an Average of 2.2 Pct. for 206 Colleges Last Year

College and university endowments lost an average of 2.2 per cent last year, the National Association of College and University Business Officers has reported.

That assessment of endowment performance, covering the year that ended on June 30, 1984, is based on the average rate of return for 223 investment pools of 206 institutions that participated in the association's annual survey of endowments.

According to Bruce M. Dresner, an investment officer at Dartmouth College and author of a report on the survey, the 25 per cent of the institutions whose endowments performed best scored gains of 1.2 per cent or more, while those in the bottom quarter suffered losses of 5.9 per cent or more.

The total value of the endowments in the survey was about $25.5-billion at the end of the fiscal year.

The returns include changes in the market value of the investments as well as interest and dividends.

At this point in the current fiscal year, endowment performance is better than last year's, Mr. Dresner said. "Compared to last June 30, the endowments are doing pretty well. All investors are doing well because both the stock and bond markets are up. Things look good now, but the big question is how they'll be between now and next June 30."

4 Funds over $1-Billion

Four institutions reported endowments over $1-billion. Harvard University led the list with $2.5-billion, followed by the University of Texas System with $2.3-billion, Princeton University with $1.3-billion, and Yale University with $1.1-billion.

The 1984 loss was smaller than the business officers' association expected. Its preliminary estimate was that the decline would be 2.8 per cent (*The Chronicle*, January 9).

Over all, the return on the endowments outpaced inflation over the last three-year, five-year, and ten-year periods, due in large part to a record gain of 41.3 per cent in 1983.

"The returns over longer periods have been better than inflation, but the median institution spent 5.7 per cent of market value of the endowment in 1984," Mr. Dresner said. "And for the last 10 years that figure has averaged between 5.5 and 6 per cent. The asset base is not keeping pace. One way institutions try to offset that is by getting new gifts."

The 1984 loss of 2.2 per cent was slightly larger than that of a composite portfolio. Using the same types of asset as the average endowment, a composite based on the Standard & Poor's 500 Index, the Shearson Lehman Bond Index, and the average Treasury bill rate registered a loss of 1.7 per cent.

The average rate of return on the endowments also fell below the composite index for the three-year period ending June 30, 1984. However, over the last five years, the average return on the endowments was 11.8 per cent, compared with an 11.3-per-cent return on the composite index.

Distribution of Investments

In 1984 the average endowment was invested as follows: stocks, 54.5 per cent; bonds, 28.8 per cent; cash, 12.4 per cent; real estate, 2.2 per cent; and other, 2.1 per cent.

Endowments that were invested with a "balanced" objective—to minimize risks without unduly sacrificing current income or long-term growth—had losses averaging 1.5 per cent. Such endowments had 47 per cent of their assets in stocks and 35 per cent in bonds.

Those that were invested with the "total return" objective—to seek returns from dividends and interest as well as from the appreciation in value of the assets—had losses averaging 3.1 per cent. Those endowments had, on average, 57 per cent of their assets in stocks and 23 per cent in bonds.

In fiscal 1984 the endowments that were managed internally outperformed those with external management, in large part because the former had a smaller share of their assets in stocks, the report said.

Over the last few years, endowment managers have bought and sold stocks more actively than in the past, Mr. Dresner said. Stock turnover in 1984 was about 52 per cent, compared with 28 per cent in 1981 and 17 per cent in 1975, which was the first year that NACUBO began gathering that information.

The full report, *Results of the 1984 NACUBO Comparative Performance Study and Investment Questionnaire*, is available for $30 for members and $50 for non-members. Members may send purchase orders to NACUBO, Order Desk, One Dupont Circle, Suite 500, Washington 20036. Others should send checks to NACUBO, P.O. Box 35024, Washington 20013.

—JEAN EVANGELAUF

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News Summary

Articles on inside pages

A sociological study by five researchers has found that Americans' emphasis on individualism has left them feeling alienated from their communities. Story on Page 7.

An experiment involving the release of genetically altered bacteria will have no impact on the environment, according to an N.I.H. study. Story on Page 13.

Confusing signals from corporate leaders make it difficult to advise students on what courses they will need for a business career, according to business-school deans. Story on Page 15.

Many two-year colleges are beginning to "internationalize" their programs. Story on Page 16.

Secretary of Education William J. Bennett came under sharp attack last week for the controversial views of two new assistants, who subsequently quit. Story on Page 19.

"Volunteer vacations" can take academics to far-flung sites ranging from the Mediterranean coast to the Australian outback. Notes on Travel begin on Page 23.

Relations are often hostile between recreational-sports administrators and intercollegiate-athletics directors, according to speakers at a recent meeting. Story on Page 31.

France has added its voice to the Western nations' growing criticism of the United Nations Educational, Scientific, and Cultural Organization. Story on Page 35.

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PROTEST AT BROWN

FREE
BROWN
FROM
RACISM

JOHN FORASTÉ, BROWN UNIVERSITY

A Brown University student hangs a sign during protests over campus racial policies. For reports on this demonstration and others, see Page 17.

Panel Urges Use of 'Lower' Animals in Experiments

By KIM McDONALD

WASHINGTON

Many forms of birds, reptiles, and invertebrate organisms could serve as models for the study of physiological, behavioral, or biochemical systems in humans but are often overlooked by researchers, who tend to use traditional laboratory mammals for their experiments, a committee of the National Academy of Sciences said last week.

After a yearlong study examining the ways in which "lower" forms of life and alternatives to experimental animals, such as tissue cultures, could be used by biomedical scientists, the panel recommended that the National Institutes of Health, the agency that distributes most of the fed-

Continued on Page 13, Column 1

TIAA Misleads Most Participants on Value of Retirement Benefits, Business Officers' Panel Charges

Says company's estimates ignore effects of inflation, other factors; pension-plan officials say they follow standard financial practice

By ROBERT L. JACOBSON

WASHINGTON

The failure of higher education's principal pension program to make adjustments for inflation in its annual projections of retirement income is seriously misleading hundreds of thousands of participants about the potential value of their future benefits, a committee of the National Association of College and University Business Officers has concluded after a six-month study.

The nine-member committee said in a 39-page report that individualized statements sent to participants each year by the Teachers Insurance and Annuity Association and the College Retirement Equities Fund were overstating projected T.I.A.A. benefit payments for the first year of retirement by more than 50 per cent for most age groups.

Compared with what it called "realistic" projections, based on an assumed inflation rate of 4 per cent a year, the committee said the companies' figures amounted to overstatements averaging 94 per cent for 30- to 39-year-olds, 76 per cent for 40- to 49-year-olds, and 53 per cent for 50- to 59-year-olds.

For 60- to 64-year-olds, the panel described the companies' T.I.A.A. projections as "reasonable" for the first year of retirement alone, although it noted that T.I.A.A. and C.R.E.F. did not provide projections beyond that point.

For C.R.E.F., the committee said the companies' projections of first-year retirement income for all age groups were fairly close to its own calculations and were "quite realistic."

The companies responded in a written statement that their use of "nominal" rather than inflation-adjusted dollars was "the approach followed, to the best of our knowledge, in virtually all financial reports of banks, mutual funds, and other pension organizations."

They agreed, however, "that people should be aware of the severe impact that inflation could have on the future purchasing power of the dollar," and said they had recently begun a study of other approaches.

The T.I.A.A.-C.R.E.F. statement also noted that, in addition to the annual projections, the companies prepared on request tens of thousands of "personalized income illustrations" using assumptions chosen by individual participants.

Effects of Inflation and Raises

Contributions to T.I.A.A., which provides so-called fixed annuities, are invested mainly in mortgages, loans to industry, and real estate. Through C.R.E.F., a stock-investment plan, participants receive variable annuity payments that are adjusted each year in relation to market fluctuations.

In the case of T.I.A.A. benefits, the business officers' committee said the companies' projections were unrealistic not only because they failed to take inflation into account, but also because they ignored the effect of participants' future salary increases on the size of their contributions, and used excessive estimates of investment earnings.

The panel said the companies' projections for T.I.A.A. were "erroneous in light of all historical experience."

It cautioned that the "contrast" be-

Continued on Page 24, Column 1

Salaries at 1,700 Colleges

Average faculty salaries at more than 1,700 colleges and universities are listed on Pages 27 through 30.

China to Stress Market-Oriented Science

By MALCOLM G. SCULLY

WASHINGTON

The government of China has approved major reforms in the country's research-and-development system to make scientific institutions "more market-oriented," the chairman of the State Science and Technology Commission said here last week.

Song Jian, who oversees the work of the Chinese Academy of Sciences and the country's universities and research institutes, said the new system would link scientific and technological research to China's economic development.

"That science and technology are not tailored to the need for economic growth constitutes the most serious defect in our research-management system," he said. In the future, he said, "the bulk of the research institutions, especially those concerned with technological development, will have a market orientation."

Mr. Song spoke at a meeting sponsored by the American Association for the Advancement of Science and the National Academy of Sciences.

He said the research system would be changed gradually to eliminate direct government support for most scientific and technological research. In the future, the institutes would support themselves primarily through contracts with business and industry.

He added that the government would

Continued on Page 37, Column 1

For the First Time Ever, a Division I University Quits the NCAA

OKLAHOMA CITY

Fed up with what its president calls the "madness" of competing in the National Collegiate Athletic Association, Oklahoma City University has dropped out of the N.C.A.A. and joined the National Association of Intercollegiate Athletics, effective July 1. It is believed to be the first institution in the N.C.A.A.'s Division I, the top competitive category, to opt for membership in the smaller organization.

However, Oklahoma City's basketball coach predicted that other small institutions would follow its lead.

Jerald C. Walker, president of Oklaho-

Continued on Page 34, Column 1

FACT-FILE

Average Salaries for Full-Time Faculty Members this Year at More than 1,700 U.S. Colleges and Universities

The following table shows 1984-85 average faculty salaries by rank at more than 1,700 institutions.

The figures are reported in thousands of dollars and are rounded to the nearest hundred. They are adjusted to a standard, nine-month basis.

The salaries listed are those of full-time members of the instructional staff, excluding medical-school faculty members.

The salary survey was conducted for the American Association of University Professors by Maryse Eymonerie Associates of McLean, Va. A table showing the average 1984-85 salaries and salary increases by rank, and by type and control of institution, appeared in the April 3 issue of *The Chronicle*.

The designations I, IIA, IIB, III, and IV are defined in the rating scale at the right. It shows the percentile distributions of salaries for each academic rank. Institutions that specialize in one discipline, such as business or engineering, are designated "IIC." Because those institutions are diverse, salary ratings have not been calculated for them.

Salary figures for those two-year institutions without academic ranks appear at the end of the table.

A blank space appears when the institution has no faculty members at that rank. A dash indicates that there are five or fewer faculty members at that rank.

The table omits footnotes qualifying the figures reported by some institutions.

The full salary report, which includes average salaries by region, and by rank and sex, is available for $25 (prepaid) from the American Association of University Professors, Suite 500, 1012 14th Street, N.W., Washington 20005.

AAUP Rating Scale

Category I: Doctoral Institutions

	1 +	1	2	3	4
Professor	$53,300	$47,800	$44,800	$40,800	$37,500
Associate professor	37,000	34,200	32,700	31,100	29,200
Assistant professor	28,900	28,000	26,700	25,700	24,800
Instructor	25,700	22,800	20,800	19,700	18,700

Category IIA: Comprehensive Institutions

	1 +	1	2	3	4
Professor	$42,900	$39,600	$37,000	$34,300	$31,600
Associate professor	33,100	31,600	29,900	28,400	26,400
Assistant professor	27,800	25,700	24,800	23,700	22,300
Instructor	23,700	21,900	20,200	19,200	17,900

Note: Institutions that are characterized by diverse post-baccalaureate programs, but do not engage in significant doctorate-level education.

Category IIB: Baccalaureate Institutions

	1 +	1	2	3	4
Professor	$41,000	$34,900	$31,000	$28,000	$24,600
Associate professor	31,500	28,200	25,800	23,700	21,100
Assistant professor	25,300	23,400	21,800	20,100	18,700
Instructor	22,100	20,000	18,500	17,300	15,900

Category III: 2-Year Institutions with Academic Ranks

	1 +	1	2	3	4
Professor	$37,700	$34,400	$30,700	$28,700	$26,900
Associate professor	32,700	29,400	26,900	25,300	23,600
Assistant professor	27,800	24,800	22,800	21,800	20,100
Instructor	23,700	21,000	19,400	18,000	16,500

Category IV: 2-Year Institutions Without Academic Ranks

1 +	1	2	3	4
$32,000	$27,200	$24,100	$21,200	$18,600

Note: Scales are based on actual distributions of institutions by average salary in 1984-85. Percentile rankings are as follows: 1 + = 95th percentile; 1 = 80th percentile; 2 = 60th percentile; 3 = 40th percentile; 4 = 20th percentile. An average salary of $45,600 for the rank of professor in Category I institutions would be rated 2 because it falls between the 60th and 80th percentiles or is higher than $44,800 but less than $47,800.

ALABAMA

	Prof	Assoc Prof	Asst Prof	Inst
U of Alabama				
Main campus, I	40.8	30.9	25.5	17.5
Birmingham, I	39.4	30.1	24.1	19.0
Huntsville, IIA	40.2	30.9	24.1	19.8
Alabama A&M U, IIA	31.4	27.8	23.5	17.6
Alabama Christian C, III	22.8	—	17.6	15.7
Alabama St U, IIA	31.9	28.4	23.4	19.2
Athens St C, IIB	32.3	28.8	24.9	
Auburn U				
Main campus, I	38.0	30.7	25.5	17.9
Montgomery, IIA	35.7	31.0	24.3	19.7
Birmingham-Southern C, IIB	30.0	21.8	21.7	—
Huntingdon C, IIB	25.5	22.6	20.1	16.5
Jacksonville St U, IIA	31.9	30.7	25.5	22.5
Judson C, IIB	23.2	—	18.9	—
Livingston U, IIB	28.9	21.4	19.0	16.5
Mobile C, IIC	28.7	22.5	21.3	18.8
U of Montevallo, IIA	31.0	26.7	23.6	—
U of North Alabama, IIA	35.3	28.8	24.2	21.0
Oakwood C, IIB	20.0	20.0	19.2	18.0
Spring Hill C, IIB	28.9	23.6	20.8	—
Stillman C, IIB	20.4	19.0	18.4	15.3
U of South Alabama, IIA	34.3	27.5	24.2	21.5
Talladega C, IIB	—	19.2	17.1	—
Troy State U				
Main campus, IIA	32.5	27.8	23.0	17.9
Dothan-Ft Rucker, IIA	—	27.0	25.3	—
Montgomery, IIA	—	25.5	21.4	—
Tuskegee Inst, IIA	28.1	23.8	20.8	17.6

ALASKA

Data not available

ARIZONA

	Prof	Assoc Prof	Asst Prof	Inst
Amer Grad Sch of Internat'l Mgmt, IIC	34.9	28.8	24.3	—
U of Arizona, I	42.9	31.4	25.9	22.5
Arizona St U, I	42.3	32.0	28.2	20.4
C of Ganado, III		—	—	15.4
Grand Canyon C, IIB	28.3	22.5	18.9	17.5
Northern Arizona U, IIA	38.0	30.3	24.9	20.1

ARKANSAS

	Prof	Assoc Prof	Asst Prof	Inst
U of Arkansas				
Fayetteville, I	37.7	29.5	24.4	18.8
Little Rock, IIA	35.0	28.3	23.9	18.8
Pine Bluff, IIB	28.1	24.5	22.3	20.8
Arkansas C, IIB	29.1	25.1	22.7	18.6
Arkansas St U				
Main campus, IIA	34.5	28.5	24.5	19.9
Beebe, III		—	23.6	19.1
Arkansas Tech U, IIB	30.4	27.2	24.4	20.8
U of Central Arkansas, IIA	33.5	28.4	23.0	20.2
C of the Ozarks, IIB	19.2	17.3	16.0	—
Harding U, IIB	25.6	21.7	19.4	16.6
Henderson St U, IIA	28.6	24.7	21.4	18.6
Hendrix C, IIB	30.6	25.8	21.7	
John Brown U, IIB	28.7	25.7	23.2	19.6
Ouachita Baptist U, IIA	29.8	24.3	21.0	18.6
Southern Arkansas U				
Main campus, IIB	30.0	28.8	23.5	18.4

CALIFORNIA

	Prof	Assoc Prof	Asst Prof	Inst
Bakersfield C, III	36.4	29.8	25.4	
Biola U, IIA	30.5	25.0	20.9	17.9
U of California				
Berkeley, I	54.3	34.9	28.6	—
Davis, I	47.5	32.8	28.0	
Irvine, I	48.7	33.8	29.2	
Los Angeles, I	51.7	33.7	28.7	
Riverside, I	46.9	33.0	27.2	
San Diego, I	50.4	33.4	28.5	
San Francisco, IIC	53.7	38.4	37.7	—
Santa Barbara, I	49.3	33.8	28.5	
Santa Cruz, I	46.6	32.3	25.9	
U-Wide Services, IIC	46.2	—		
California Inst of Tech, I	55.0	39.1	30.2	18.1
Cal Lutheran C, IIA	32.6	26.9	22.3	19.9

CALIFORNIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Cal Sch of Professional Psychology, IIC	—	22.5	—	—
Calif St U's				
Bakersfield, IIA	40.9	32.1	25.4	—
Chico, IIA	41.2	31.4	26.0	—
Dominguez Hills IIA	40.6	31.0	25.4	—
Fresno, IIA	41.4	31.4	25.5	22.8
Fullerton, IIA	41.4	32.2	25.5	—
Hayward, IIA	41.1	31.5	25.6	22.2
Humboldt, IIA	41.0	31.4	26.2	—
Long Beach, IIA	41.7	32.2	25.5	23.0
Los Angeles, IIA	41.3	31.8	26.2	—
Northridge, IIA	41.3	31.3	26.0	23.6
Poly St U at San Luis Obispo, IIA	40.7	31.6	25.6	—
Sacramento, IIA	41.0	31.6	25.8	—
San Bernardino, IIA	40.5	31.6	25.6	22.3
San Diego, IIA	41.6	32.3	26.5	23.4
San Francisco, IIA	41.4	31.1	25.5	22.3
San Jose, IIA	41.5	31.7	25.9	23.3
Sonoma, IIA	41.4	31.7	25.8	
Stanislaus, IIA	41.4	31.5	25.1	22.8
St Poly U at Pomona, IIA	41.2	31.4	25.8	—
Cal Western Sch of Law IIC	48.7	43.8	—	
Chapman C, IIA	34.5	28.4	23.7	
Claremont				
Graduate School, I	50.8	34.2	—	
McKenna C, IIB	41.7	31.8	26.7	—
Cogswell C, IIC	—	25.0	—	
C of Notre Dame, IIA	28.2	22.8	18.9	—
College of the Desert, III	35.7	32.4	26.7	—
Harvey Mudd C, IIC	46.4	34.6	28.2	—
U of La Verne, IIA	32.7	23.8	19.7	—
Loyola Marymount U, IIA	44.9	32.3	26.8	—
Marymount Palos Verdes C, III	23.3	—	19.3	16.3
Mennonite Brethren Bible Sem IIC	—	25.5		
Mills C, IIA	30.1	26.1	23.5	19.2
Monterey Inst of Internat'l Studies, IIA	32.1	24.2	—	—
Mount St Mary's C, IIB	29.3	25.1	21.1	18.8
National U, IIC	30.0	27.2	25.5	
Northrop U, IIC	32.4	—	25.9	
Occidental C, IIB	40.9	31.8	25.4	23.6
Ohlone C, III	38.3	36.2	31.1	29.3
U of the Pacific IIA	36.8	31.0	26.9	19.0
Pacific Union C, IIB	24.9	23.2	21.9	20.4
Palomar C, III		35.4		30.7
Pepperdine U, IIA	42.7	33.9	29.7	—
Pitzer C, IIB	38.4	—	24.2	
Point Loma Nazarene C, IIB	30.7	24.0	19.7	—
Pomona C, IIB	43.9	32.1	26.4	—
U of Redlands, IIA	35.2	28.4	25.8	—
Saint Mary's C of Cal, IIA	37.9	29.6	23.5	
U of San Diego, IIA	42.8	29.4	25.0	—
U of San Francisco, IIA	46.6	35.8	30.2	21.4
U of Santa Clara, IIA	51.8	35.8	29.2	
Scripps C, IIB	38.7	29.0	23.4	—
U of Southern Cal, I	50.8	35.3	29.7	26.3
Southern Cal C, IIB	30.9	28.5	24.1	18.6
Southwestern U, IIC	45.7	30.4	—	
Stanford U, I	58.3	40.5	31.7	
Westmont C, IIB	29.7	24.8	21.5	—
Whittier C, IIA	30.7	25.9	22.3	22.8

COLORADO

	Prof	Assoc Prof	Asst Prof	Inst
Adams St C, IIA	31.2	25.3	21.9	19.2
U of Colorado				
Boulder, I	39.1	30.6	27.1	22.8
Colorado Springs, IIA	36.6	30.7	26.0	24.4
Denver, IIA	36.2	29.3	25.7	20.0
Health Science Ctr, IIC	41.3	35.1	27.7	23.1
Colorado C, IIB	43.4	31.9	23.6	
Colorado Mountain C, III	27.6	23.3	21.1	—
Colo Sch of Mines, IIC	41.1	31.7	28.2	—
Colorado St U, I	36.6	28.2	24.2	19.2
Colo Tech C, IIC	—	13.8	13.2	—
U of Denver, I	38.3	28.2	24.8	23.2

COLORADO—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Denver Conservative Baptist Seminary, IIC	23.9	21.1	—	
Fort Lewis C, IIB	31.8	25.7	23.4	20.9
Iliff Sch of Theology, IIC	38.7	32.6	—	
Loretto Heights C, IIB	28.8	21.6	18.5	16.2
Mesa C, IIB	30.4	26.0	21.2	19.0
Metropolitan St C, IIB	32.5	26.6	23.2	19.0
Nazarene Bible C, III	20.0	—	—	
U of Northern Colo, I	34.3	27.4	22.8	19.9
Regis C, IIB	29.8	24.7	19.8	—
U of Southern Colo, IIB	31.9	26.0	22.9	—
Western Bible C, IIC	—	—	22.8	—
Western St C of Colo, IIA	29.4	24.7	20.8	15.7

CONNECTICUT

	Prof	Assoc Prof	Asst Prof	Inst
Albertus Magnus C, IIB	28.6	23.1	19.6	—
U of Bridgeport, IIA	42.6	33.1	27.7	24.3
Central Conn St U, IIA	38.6	32.1	27.3	23.2
U of Connecticut, I	47.4	34.6	28.8	25.4
Connecticut C, IIA	37.7	29.3	23.0	23.0
Eastern Conn St U, IIB	38.1	31.2	24.8	—
Fairfield U, IIA	38.1	31.6	26.9	—
Greater Hartford CC, III	30.3	28.2	22.8	17.4
U of Hartford, IIA	38.0	29.2	23.9	22.6
Hartford Grad Ctr, IIC	36.2	31.1	28.9	
Housatonic CC, III	28.9	28.2	24.6	—
Manchester CC, III	29.7	25.2	22.5	17.6
Mattatuck CC, III	28.9	26.8	22.8	—
Middlesex CC, III	29.9	26.6	23.5	—
Mohegan CC, III	30.1	24.8	21.6	—
U of New Haven, IIA	33.9	29.0	26.5	25.6
Norwalk CC, III	30.2	26.2	21.8	16.2
Quinnipiac C, IIB	36.9	29.9	24.0	—
Sacred Heart U, IIB	32.7	26.5	21.5	19.2
Saint Joseph C, IIA	27.9	23.4	21.5	17.8
South Central CC, III	27.8	25.6	21.9	—
Southern Conn St U, IIA	38.7	32.0	27.4	23.3
Trinity C, IIA	44.4	32.7	23.4	—
Tunxis CC, III	28.2	24.8	22.5	17.2
US Coast Guard Acad, IIC	44.6	36.4	—	
Wesleyan U, IIA	44.6	31.7	25.0	—
Western Conn St C, IIA	37.5	31.3	25.8	20.4
Yale U, I	55.8	33.2	26.7	23.0

DELAWARE

	Prof	Assoc Prof	Asst Prof	Inst
U of Delaware, I	46.0	31.7	26.7	20.1
Delaware St C, IIB	38.8	27.5	25.0	19.8
Goldey Beacom C, IIC	—	24.1	21.5	

DISTRICT OF COLUMBIA

	Prof	Assoc Prof	Asst Prof	Inst
American U, I	42.1	32.2	27.2	22.5
Catholic U, I	37.6	28.6	23.6	20.2
U of the District of Columbia, IIA	39.4	31.1	25.4	22.0
Gallaudet C, IIA	38.9	32.5	25.3	19.1
George Washington U, I	46.4	33.6	27.4	19.1
Georgetown U, I	53.0	37.1	26.7	20.7
Howard U, I	42.6	32.0	26.4	21.8
Mount Vernon C, IIB	—	27.2	22.3	—
Strayer C, IIC	—	22.4	—	18.7

FLORIDA

	Prof	Assoc Prof	Asst Prof	Inst
Barry U, IIA	30.6	26.0	22.6	17.9
Bethune-Cookman C, IIB	23.1	20.5	19.0	15.8
U of Central Florida, IIA	37.2	29.9	26.0	17.9
Eckerd C, IIB	30.5	25.3	22.0	
U of Florida, I	46.2	34.7	30.1	20.0
Florida A&M U, IIA	34.1	28.5	23.7	20.3
Florida Atlantic U, IIA	38.5	28.6	24.9	19.9
Florida Internat'l U, IIA	38.7	29.2	24.9	18.2
Florida St U, I	39.6	28.7	24.6	19.7
Gulf Coast CC, III	28.2	26.0	22.9	23.0
Hillsborough CC, III	28.9	23.5	18.5	17.1
Indian River CC, III	38.8	32.5	27.7	28.0
Jacksonville U, IIB	25.7	20.4	17.6	—
Manatee JC, III	24.3	21.9	20.7	14.6
U of Miami, I	43.0	32.1	25.5	21.6
Miami-Dade CC, III	29.4	24.6	20.0	16.9
U of North Florida, IIA	35.9	29.5	24.1	17.6
Palm Beach JC, III	27.8	24.9	24.7	22.6
Pensacola JC, III	30.7	28.2	23.4	18.3
Saint Thomas U, IIB	31.7	24.5	21.4	17.3
U of South Florida, I	39.2	29.5	24.6	21.8
South Florida CC, III	28.5			21.8
Stetson U, IIA	37.8	28.9	25.2	17.0
U of Tampa, IIB	32.0	23.6	20.3	—
Warner Southern C, IIB	—	—	13.9	—
U of West Florida, IIA	38.3	29.1	23.9	21.5

GEORGIA

	Prof	Assoc Prof	Asst Prof	Inst
Abraham Baldwin Ag C, III	30.3	26.0	22.8	20.3
Agnes Scott C, IIB	32.4	27.0	20.4	—
Albany JC, III	—	25.3	23.0	—
Armstrong St C, IIA	33.2	27.4	23.2	19.0
Atlanta Christian C, IIC	17.9			—
Atlanta JC, III	—	28.1	23.3	—
Atlanta U, IIA	32.5	24.7	23.7	—
Augusta C, IIA	37.3	28.7	23.0	20.1
Bainbridge JC, III	—	28.3	21.9	18.8
Berry C, IIB	33.6	26.3	22.3	18.4
Brunswick JC, III	—	28.0	22.6	18.6
Clark C, IIB	25.7	19.8	16.9	15.5
Clayton JC, III	29.8	25.0	22.9	20.2
Columbia Theol Sem, IIC	28.7	—	—	
Columbus C, IIA	32.3	27.9	22.4	20.7
Dalton JC, III	—	28.4	22.8	16.7
Emanuel County JC, III		25.7	23.2	—
Emory U, I	48.7	32.9	28.4	21.6
Floyd JC, III	32.8	25.4	21.9	18.2
Fort Valley St C, IIB	38.4	30.0	24.4	18.5
Gainesville JC, III	30.7	27.2	22.4	20.0
U of Georgia, I	44.9	32.0	25.1	18.7
Georgia C, IIA	32.1	28.4	22.2	17.9
Georgia Inst of Tech, IIC	48.6	34.0	30.9	—
Georgia Southern C, IIA	34.7	28.9	22.7	17.6
Ga Southwestern C, IIA	34.0	29.1	24.0	19.1
Georgia St U, I	43.7	32.5	28.5	19.3

GEORGIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Gordon JC, III	—	26.8	22.2	17.8
Interdenominat'l Theol Center, IIC	28.4	23.0	—	17.8
Kennesaw C, IIB	37.6	30.5	26.0	20.6
Macon JC, III	—	26.4	22.5	17.6
Mercer U				
Main campus, IIB	42.7	31.1	26.5	20.0
Atlanta, IIB	28.3	24.2	22.1	20.5
S Sch of Pharmacy, IIC	—	24.5	23.1	—
Middle Georgia C, III	28.3	25.7	22.4	18.8
North Georgia C, IIA	33.2	27.5	24.4	20.1
Oglethorpe U, IIB	32.7	22.8	21.4	
Piedmont C, IIB	15.6	13.4	13.3	
Savannah St C, IIB	36.0	27.7	23.3	21.6
Shorter C, IIB	25.8	20.9	20.1	18.2
South Georgia C, III	—	28.1	24.0	19.4
Southern Tech Inst, IIC	32.1	27.7	25.1	—
Tift C, IIB	20.5	16.1	16.9	—
Toccoa Falls C, IIC	—	—	17.0	—
Valdosta St C, IIB	33.4	28.4	24.0	19.2
Waycross JC, III	—	25.8	25.3	—
Wesleyan C, IIB	22.3	20.1	19.5	—
West Georgia C, IIA	34.6	28.2	23.4	17.8

HAWAII

	Prof	Assoc Prof	Asst Prof	Inst
Chaminade U of Honolulu, IIB	24.3	21.0	18.3	14.9
U of Hawaii				
Manoa, I	38.8	29.6	24.1	19.9
Hilo, IIB	34.7	28.1	22.4	—
West Oahu C, IIB	—	24.7	—	
Hawaii Loa C, IIB	—	21.2	18.6	16.5
Hawaii Pacific C, IIC	29.9	27.0	20.9	14.5

IDAHO

	Prof	Assoc Prof	Asst Prof	Inst
Boise St U, IIA	31.2	27.1	23.2	—
C of Southern Idaho, III	28.8	23.5	22.1	20.6
U of Idaho, I	35.9	28.8	25.0	—
Idaho St U, IIA	31.2	26.2	22.8	21.3
Lewis-Clark St C, IIB	28.1	24.9	21.0	—
NW Nazarene C, IIB	24.5	20.1	18.6	16.0

ILLINOIS

	Prof	Assoc Prof	Asst Prof	Inst
American Conservatory of Music, IIC	24.0	—	—	
Augustana C, IIB	38.3	30.8	24.3	20.6
Aurora C, IIB	28.7	25.1	23.0	—
Barat C, IIB	—	—	15.9	12.0
Bradley U, IIA	38.0	28.8	24.3	19.0
U of Chicago, I	53.4	35.2	28.6	21.9
Chicago St U, IIA	30.4	28.4	21.3	18.8
Christ Seminary-Seminex, IIC	39.5	—		

ILLINOIS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
C of Du Page, III	37.5	32.7	27.6	21.3
Concordia C, IIC	28.4	23.7	19.1	
Depaul U, IIA	39.5	31.2	28.4	20.8
Eastern Illinois U, IIA	31.4	26.0	21.6	18.2
Elmhurst C, IIB	32.8	26.5	22.4	19.3
Eureka C, IIB	—	19.1	17.1	—
Garrett-Evangelical Theol Sem, IIC	32.5	—	—	—
George Williams C, IIA	30.2	22.1	20.1	—
U of Illinois				
Chicago Circle, I	44.2	31.9	27.0	20.2
Urbana-Champaign, I	47.0	32.8	29.0	—
Ill Benedictine C, IIB	31.3	25.7	21.9	
Illinois Central C, III	32.9	28.7	28.8	20.9
Illinois C, IIB	30.7	26.7	18.9	16.9
Ill C of Optometry, IIC	—	33.6	28.6	—
Illinois Inst of Tech, I	45.1	33.3	27.8	20.0
Illinois St U, I	35.5	28.6	23.6	18.9
Illinois Wesleyan U, IIB	33.9	26.0	21.9	19.4
Judson C, IIB	25.2	23.1	18.6	
Kendall C, IIB	—	—	15.5	—
Knox C, IIB	33.8	26.9	20.5	—
Lake Forest C, IIB	37.6	31.5	23.7	21.2
Lewis & Clark CC, III	30.8	27.1	23.7	21.4
Lewis U, IIA	28.4	23.6	20.6	17.9
Lincoln Christian C, IIC	19.7	—	16.4	—
Loyola U of Chicago, I	42.1	33.2	26.8	23.8
Lutheran Sch of Theol at Chicago, IIC	39.4	—	—	—
MacMurray C, IIB	27.7	23.1	20.1	—
McCormick Theol Sem, IIC	32.4	—	—	—
McKendree C, IIB	28.0	23.7	22.6	21.5
Millikin U, IIB	34.3	27.2	23.2	18.5
Monmouth C, IIB	30.5	26.9	21.5	20.0
National C of Chiropractic, IIC	28.9	24.7	21.5	18.0
North Central C, IIB	33.1	28.5	22.8	20.2
Northern Illinois U, I	37.6	29.6	24.2	18.3
Northeastern Ill U, IIA	30.9	25.9	23.1	21.0
North Park C, IIB	29.2	24.9	20.8	18.0
Northwestern U, I	49.6	33.0	29.7	—
Oakton CC, III	34.4	31.1	26.7	28.1
Olivet Nazarene C, IIB	24.5	22.1	19.0	16.9
Parks C-Saint Louis U, IIC	30.4	23.7	20.4	19.8
Principia C, IIB	32.3	27.0	22.1	—
Quincy C, IIB	27.7	24.1	19.9	17.8
Richland CC, III	27.5	24.4	23.7	—
Rockford C, IIB	30.1	24.6	21.4	—
Roosevelt U, IIA	28.6	24.7	22.5	—
Rosary C, IIA	—	26.5	21.9	—
Saint Mary of the Lake Sem, IIC	8.6	—	—	6.4
Saint Xavier C, IIB	31.5	26.2	21.6	19.1
Sangamon St U, IIA	36.3	29.7	26.2	

Continued on Following Page

FACT-FILE—Continued

ILLINOIS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Sauk Valley C, III	27.5	25.4	20.8	—
Sch of Art Inst of Chicago, IIC	30.7	25.7	22.4	
Seabury-Western Theol Sem, IIC	17.4	—		—
Southern Illinois U				
Carbondale, I	36.8	28.4	24.0	21.1
Edwardsville, IIA	34.3	28.9	25.4	19.3
Spertus C of Judaica, IIC	32.0	—	—	
Trinity Christian C, IIB	29.3	—	24.2	19.2
Trinity C, IIB	—	21.5	—	—
Western Illinois U, IIA	32.2	27.5	24.0	19.3
Wheaton C, IIA	31.7	26.8	21.9	—
Wm Rainey Harper C, III	41.3	35.0	28.5	23.6

INDIANA

	Prof	Assoc Prof	Asst Prof	Inst
Ball St U, I	34.0	27.6	22.6	15.8
Butler U, IIA	32.3	27.3	22.1	18.6
Depauw U, IIB	38.0	30.6	23.7	
Earlham C, IIB	32.1	24.4	20.5	
U of Evansville IIA	31.7	27.2	23.1	18.9
Fort Wayne Bible C, IIC	—	19.4	17.1	
Franklin C of Indiana, IIB	23.5	19.7	20.3	—
Goshen C, IIB	23.4	20.4	17.5	
Hanover C, IIB	26.5	25.3	20.0	18.5
Huntington C, IIB	25.6	22.0	17.5	—
Indiana Central U, IIA	30.3	26.2	21.3	18.9
Indiana St U				
Main campus, IIA	33.2	26.6	21.9	17.0
Evansville, IIB	32.6	26.6	23.5	18.5
Indiana U				
Bloomington, I	40.6	29.7	25.3	—
East, III	—	24.7	18.5	
Kokomo, IIB	31.0	26.8	21.7	
Northwest, IIA	38.5	29.5	22.6	—
South Bend, IIA	34.9	28.1	22.9	—
Southeast, IIB	32.4	25.5	19.5	
Indiana U-Purdue U				
Fort Wayne, IIA	34.8	28.2	22.8	16.6
Indianapolis, IIA	38.0	28.4	23.0	—
Manchester C, IIB	28.3	23.7	19.9	—
Marian C, IIB	26.7	22.7	20.3	17.7
Marion C, IIB	23.6	19.5	16.0	13.0
U of Notre Dame, I	40.0	36.4	29.5	26.0
Purdue U				
Main campus, I	45.2	32.1	26.8	19.2
Calumet, IIA	37.2	29.0	24.1	18.2
North Central, III	32.7	28.3	22.7	—
Rose-Hulman Inst of Tech, IIC	38.6	33.2	28.3	
Saint Joseph's C, IIB	28.1	23.7	21.5	—
Saint Mary's C, IIB	37.6	30.2	23.0	19.6
Southwestern C, IIB	22.3	19.9	18.1	—
Taylor U, IIB	29.6	24.1	21.2	—
Tri-State U, IIB	29.9	24.5	22.0	—
Valparaiso U, IIA	35.0	27.3	21.4	17.6
Vincennes U, III	29.2	24.0	20.6	18.0
Wabash C, IIB	40.2	31.3	23.8	—
Waynesburg C, IIB	23.0	20.1	18.1	—

IOWA

	Prof	Assoc Prof	Asst Prof	Inst
Briar Cliff C, IIB	27.6	24.5	21.0	9.4
Buena Vista C, IIB	33.3	27.3	24.3	—
Central U of Iowa, IIB	31.2	27.5	22.8	19.4
Clarke C, IIB	—	24.1	18.5	17.5
Coe C, IIB	31.9	24.7	20.5	—
Cornell C, IIB	32.5	26.7	22.1	—
Dordt C, IIB	28.1	25.3	22.1	20.8
Drake U, IIA	32.3	26.2	22.4	19.3
U of Dubuque, IIB	27.2	24.3	22.1	18.4
Graceland C, IIB	23.6	20.5	18.0	—
Grand View C, IIB	26.1	22.9	19.0	—
Grinnell C, IIB	40.0	28.1	22.3	—
U of Iowa, I	43.5	32.6	27.5	—
Iowa Central CC, III	—	24.4	24.8	21.9
Iowa St U, I	41.1	31.5	25.8	17.5
Iowa Wesleyan C, IIB	19.7	16.7	15.5	14.2
Iowa Western CC, III	26.9	23.1	19.4	17.5
Loras C, IIB	29.5	23.6	20.1	17.5
Luther C, IIB	31.0	26.1	22.0	19.4
Marycrest C, IIB	—	22.4	20.0	—
Morningside C, IIB	26.8	21.5	18.9	17.0
Mt Mercy C, IIB	—	22.7	21.0	17.0
U of Northern Iowa, IIA	34.8	28.7	24.1	19.6
Northwestern C, IIB	27.0	24.1	21.1	—
U of Osteopathic Med & Health Sciences, IIC	61.4	37.1	45.8	20.1
Palmer C of Chiropractic, IIC	35.4	25.9	21.8	18.7
Saint Ambrose C, IIB	30.9	27.2	23.7	21.9
Simpson C, IIB	28.3	24.4	21.8	19.5
Waldorf C, III	—	22.2	20.2	16.5
Wartburg C, IIB	28.4	24.8	20.5	—
Wartburg Theol Sem, IIC	27.1	—	—	
Westmar C, IIB	23.1	—	17.5	18.3
William Penn C, IIB	20.6	18.7	17.8	9.3

KANSAS

	Prof	Assoc Prof	Asst Prof	Inst
Baker U, IIB	24.2	19.6	17.6	—
Benedictine C, IIB	25.4	21.2	18.0	17.5
Bethany C, IIB	27.6	22.9	18.9	—
Bethel C, IIB	22.4	20.8	17.5	—
Emporia St U, IIA	31.2	26.8	24.2	—
Fort Hays St U, IIA	31.6	26.4	22.9	19.8
Friends Bible C, IIC	—		16.4	—
U of Kansas, I	40.0	28.7	25.5	17.9
Kansas Newman C, IIB	—	18.0	16.5	15.4
Kansas St U, I	37.9	28.9	24.3	19.8
Kansas Tech Inst III	—	27.0	24.6	—
Kansas Wesleyan, IIB	20.3	16.1	9.8	
Marymount C of Kan, IIB	—	18.4	15.8	13.2
McPherson C, IIB	24.8	19.6	18.1	
Mid-America Nazarene C, IIB	24.0	21.1	18.5	15.9
Ottawa U, IIB	23.5	—	16.0	—
Pittsburg St U, IIA	31.9	27.5	24.4	19.4
Saint John's C, IIB	—	19.6	17.9	—
Saint Mary C, IIB	21.8	20.6	17.6	14.8
Saint Mary Plains C, IIB	—	20.0	16.4	15.0
Sterling C, IIB	—	18.0	14.5	—
Tabor C, IIB	22.8	—	17.7	—
Washburn U, IIA	38.1	31.2	25.6	19.7
Wichita St U, IIA	38.9	29.9	24.7	18.4

KENTUCKY

	Prof	Assoc Prof	Asst Prof	Inst
Alice Lloyd C, III	—	—	—	12.5
Asbury C, IIB	26.3	22.0	18.0	—
Asbury Theol Sem, IIC	30.9	30.0	25.9	—
Bellarmine C, IIC	32.6	26.6	21.7	
Berea C, IIB	32.6	26.6	21.5	19.0
Brescia C, IIB	—	22.4	20.0	15.2
Campbellsville C, IIB	27.5	21.8	19.0	14.2

KENTUCKY—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Centre C, IIB	32.2	26.8	21.2	—
Cumberland C, IIB	21.2	17.7	15.8	14.7
Eastern Kentucky U, IIA	31.5	27.0	22.5	17.6
Georgetown C, IIB	26.8	24.2	18.3	—
U of Kentucky, I	40.0	28.8	24.7	23.0
CC System, III	28.2	21.9	17.9	17.3
Ky Christian C, IIC	13.4	13.9	—	
Kentucky St U, IIB	29.3	24.9	21.7	19.1
Ky Wesleyan C, IIB	27.3	24.5	17.4	16.8
Lees C, III	19.3	17.8	16.1	—
Lexington Theological Seminary, IIC	25.6	—		
U of Louisville, I	38.4	28.6	24.5	19.6
Louisville Presbyterian Theol Sem, IIC	36.5	—	—	
Morehead St U, IIA	31.7	26.1	22.9	18.7
Murray St U, IIA	31.4	27.2	22.5	19.6
Northern Kentucky U, IIB	37.7	28.4	23.0	19.1
Pikeville C, IIB	21.2	18.6	17.4	15.6
Spalding U, IIB	23.6	19.4	18.5	16.8
Sue Bennett C, III		11.0		10.0
Thomas More C, IIB	23.4	19.7	17.4	—
Transylvania U, IIB	29.1	24.8	22.5	—
Union C, IIA	22.1	17.0	15.9	14.5
Western Kentucky U, IIA	32.5	26.8	22.9	18.8

LOUISIANA

	Prof	Assoc Prof	Asst Prof	Inst
Centenary C of Louisiana, IIB	31.4	27.5	21.7	18.8
Delgado CC, III	33.0	29.7	25.7	21.6
Dillard U, IIB	27.4	21.8	20.4	17.4
Grambling St U, IIA	28.4	26.6	23.7	19.0
Louisiana C, IIB	27.8	24.7	21.0	18.7
Louisiana St U				
Alexandria, III	28.7	24.7	21.4	17.8
Eunice, III	—	24.8	22.1	18.5
Shreveport, IIB	34.7	29.4	24.1	21.8
Louisiana St U and A&M C, I	41.4	31.2	26.5	18.8
Louisiana Tech U, IIA	34.6	28.4	24.2	19.9
Loyola U in New Orleans, IIA	37.9	31.3	26.6	21.0
Mc Neese St U, IIA	32.2	28.8	24.6	21.5
U of New Orleans, IIA	37.0	28.8	23.1	17.7
Nicholls St U, IIA	31.9	27.6	23.1	18.7
Northeast La U, IIA	34.7	29.8	24.5	17.7
Northwestern St U IIA	29.0	24.3	21.3	17.7
Notre Dame Sem Grad Sch of Theol, IIC	9.5			
Our Lady of Holy Cross C, IIB	—	19.5	19.1	20.0
Southeastern La U, IIA	30.6	27.9	24.1	19.8
Southern U A&M C, IIA	31.1	26.4	22.5	19.4
Southern U				
New Orleans IIB	30.2	27.0	24.0	20.0
Shreveport-Bossier, III	—	24.1	21.8	20.0
U of Southwestern La, IIA	37.1	30.3	25.7	21.0
Tulane U of Louisiana, I	41.8	32.8	25.5	18.1
Xavier U of La, IIB	25.5	21.6	20.0	17.4

MAINE

	Prof	Assoc Prof	Asst Prof	Inst
Bates C, IIB	41.0	32.1	24.4	22.3
Bowdoin C, IIB	44.3	32.8	24.6	21.4
Colby C, IIB	43.6	30.7	23.9	—
Husson C, IIC	26.6	25.4	22.2	—
U of Maine				
Augusta, III	28.6	24.8	18.2	—
Farmington, IIC	32.5	28.4	20.8	—
Fort Kent, IIB	—	24.5	20.1	19.3
Machias, IIB	30.4	26.1	19.6	
Orono, IIA	36.5	27.9	22.5	16.5
Presque Isle, IIB	31.6	25.9	20.3	—
Me Maritime Acad, IIC	27.8	24.6	21.3	—
U of New England, IIB	—	23.9	18.7	—
Saint Joseph's C, IIC	—	—	18.7	
U of Southern Maine, IIA	35.8	28.3	23.2	17.5
Thomas C, IIC	—	—	21.7	—
Unity C, IIB	19.5	—	18.5	—

MARYLAND

	Prof	Assoc Prof	Asst Prof	Inst
Allegany CC, III	28.2	23.8	19.6	17.5
Anne Arundel CC, III	35.8	30.6	24.5	21.1
U of Baltimore, IIA	37.2	32.2	26.3	
Bowie St C, IIB	36.0	31.7	25.2	19.3
Capitol Inst of Tech, IIC	—	25.0	21.2	
Catonsville CC, III	38.1	31.5	25.9	21.8
Cecil CC, III	30.0	25.3	21.8	17.0
Charles County CC, III	30.0	28.3	22.7	17.5
Chesapeake C, III	—	25.4	20.1	18.0
C of Notre Dame of Md, IIB	27.3	24.3	21.7	—
Columbia Union C, IIB	22.2	20.5	19.6	18.7
CC of Baltimore, III	28.4	26.0	23.2	19.6
Coppin St C, IIB	36.9	29.9	24.6	18.1
Dundalk CC, III	33.3	28.7	25.6	21.4
Essex CC, III	37.2	28.7	25.2	19.6
Frederick CC, III	34.5	—	20.7	15.9
Frostburg St C, IIA	36.1	28.5	24.4	20.0
Garrett CC, III	—	—	20.2	17.6
Goucher C, IIB	34.0	25.9	21.8	17.2
Hagerstown JC, III	28.8	25.2	21.4	—
Harford CC, III	35.2	31.4	25.1	19.8
Hood C, IIA	31.2	24.9	20.7	17.3
Howard CC, III	37.2	32.3	25.2	19.6
Johns Hopkins U, I	50.4	34.4	28.5	25.7
Loyola C, IIA	39.8	33.5	28.2	—
U of Maryland				
Baltimore Professional Schools, IIC	48.1	37.2	30.2	20.3
Baltimore County, IIA	44.2	32.1	26.5	19.2
College Park, I	45.8	35.3	27.1	19.7
Eastern Shore, IIB	—	30.8	29.4	23.3
Montgomery C				
Germantown, III	33.6	25.6	22.9	
Rockville, III	36.5	31.1	25.3	21.1
Takoma Park, III	36.8	28.1	23.6	—
Morgan State U, IIA	40.9	32.7	28.0	21.0
Mount Saint Mary's C, IIB	31.5	25.0	20.6	—
Peabody Inst of the Johns Hopkins U, IIC	26.5			
Prince George's CC, III	35.8	31.6	25.6	
Saint Mary's C of Md, IIB	36.5	29.5	22.3	—
Salisbury St C, IIA	36.6	29.5	23.4	19.1
Towson St U, IIA	36.5	32.2	26.8	21.3
Washington Bible C, IIC	—	—	15.1	—
Washington C, IIB	32.8	26.2	21.1	
Western Maryland C, IIA	32.1	26.6	24.0	—
Wor-Wic Tech CC, III		—	23.1	—

MASSACHUSETTS

	Prof	Assoc Prof	Asst Prof	Inst
American Internat'l C, IIA	30.4	23.2	18.6	—

MASSACHUSETTS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Amherst C, IIB	47.7	32.5	25.9	
Andover Newton Theological Sch, IIC	28.2	—	—	
Anna Maria C, IIB	—	24.2	20.9	—
Assumption C, IIB	34.8	28.1	24.5	—
Atlantic Union C, IIB	20.1	19.2	18.3	—
Babson C, IIC	49.6	36.9	31.3	—
Bay Path JC, III	—	24.7	19.9	—
Becker JC				
Leicester, III	—	—	19.9	—
Worcester, III	—	—	19.4	—
Bentley C, IIC	43.7	35.3	28.4	25.2
Berkshire CC, III	28.2	22.8	19.9	17.2
Boston C, I	45.6	34.4	28.9	23.5
Bradford C, IIB	—	21.3	18.5	
Brandeis U, I	47.7	34.6	25.6	22.3
Bridgewater St C, IIA	37.3	31.7	28.5	24.7
Bristol CC, III	28.3	23.3	20.9	18.1
Bunker Hill CC, III	25.6	23.2	20.9	17.4
Cape Cod CC, III	30.8	28.1	25.3	23.0
Clark U, IIA	41.6	31.8	24.2	—
C of the Holy Cross, IIB	41.8	31.4	25.5	21.1
Curry C, IIB	28.2	24.8	20.3	17.6
Dean JC, III	—	28.3	19.4	16.4
Elms C, IIB	—	25.5	20.5	—
Emerson C, IIA	40.8	31.3	28.2	—
Emmanuel C, IIB	30.3	26.3	20.3	—
Endicott C, III	21.6	—	18.2	15.6
Episcopal Divinity School, IIC	21.0		—	
Fitchburg St C, IIB	35.9	31.6	27.6	
Framingham St C, IIA	36.4	30.2	27.0	23.5
Franklin Inst of Boston, III	—	—	20.1	16.6
Gordon C, IIB	28.7	24.1	20.1	—
Gordon-Conwell Theol Seminary, IIC	30.3	—	22.1	
Greenfield CC, III	28.7	23.0	19.6	—
Hampshire C, IIB	36.1	28.8	22.4	
Harvard U, I	62.9	34.4	23.6	20.5
Hellenic C, IIC	28.8	—	—	17.1
Holyoke CC, III	32.6	27.8	25.0	19.7
Laboure C, III	—	—	20.7	18.7
Lasell JC, III	20.9	20.9	16.0	16.9
Lesley C, IIC	27.6	23.7	21.2	18.1
U of Lowell, IIA	43.8	35.0	28.7	25.2
U of Massachusetts				
Amherst, I	44.8	35.5	28.6	24.7
Boston, IIA	43.0	34.7	28.9	28.6
Mass Bay CC, III	28.1	24.0	20.4	18.3
Mass C of Art, IIC	34.9	25.8	25.6	—
Mass C of Pharmacy & Allied Health Sci, IIC	31.2	26.7	23.0	—
Mass Inst of Tech, I	55.3	39.3	31.8	24.1
Mass Maritime Acad, IIC	34.1	35.0	30.3	—
Massasoit CC, III	27.0	23.5	19.5	18.5
Merrimack C, IIB	35.8	29.1	23.1	
Mount Holyoke C, IIB	41.8	31.7	24.2	19.7
Mount Wachusett CC, III	27.3	24.3	21.6	17.3
New England C of Optometry, IIC	38.5	30.7	24.9	—
New England Sch of Law, IIC	38.4	34.4	28.9	
North Adams St C, IIB	36.0	29.5	26.7	21.1
North Shore CC, III	28.6	24.1	20.2	17.4
Northeastern U, I	44.5	34.0	27.3	19.4
Pine Manor C, IIB	31.8	—	21.5	
Quinsigamond CC, III	32.6	27.7	24.3	21.0
Regis C, IIB	31.4	26.2	22.2	—
Salem St C, IIA	37.2	31.7	25.9	19.9
Simmons C, IIA	42.1	32.5	25.6	23.8
Smith C, IIA	45.5	32.9	28.4	20.4
Southeastern Mass U, IIA	38.4	28.7	26.2	
Springfield C, IIA	34.3	25.6	21.4	12.7
Springfield Tech CC, III	27.7	24.3	21.7	18.6
Stonehill C, IIB	32.1	25.8	22.9	
Suffolk U, IIA	41.7	33.9	27.7	20.6
Tufts U, I	47.4	34.9	27.9	21.8
Wellesley C, IIB	50.4	34.3	28.9	23.5
Wentworth Inst of Tech, III	28.5	24.9	22.8	—
Western New England C, IIA	44.8	32.6	27.4	20.4
Westfield St C, IIA	34.6	29.7	27.4	23.6
Wheaton C, IIB	38.3	29.1	23.6	—
Wheelock C, IIC	35.9	26.9	20.6	—
Williams C, IIB	47.0	33.1	26.2	—
Worcester Polytechnic Inst, IIC	44.0	35.1	28.5	20.0
Worcester St C, IIB	35.1	31.7	28.9	—

MICHIGAN

	Prof	Assoc Prof	Asst Prof	Inst
Adrian C, IIB	29.7	24.4	18.6	—
Albion C, IIB	37.9	31.0	23.4	17.5
Alma C, IIB	32.3	25.3	20.6	—
Aquinas C, IIB	31.0	26.6	22.0	20.3
Calvin C & Sem, IIB	31.8	27.3	24.3	19.0
Center for Creative Studies, IIC	25.9	24.3	—	19.4
Central Michigan U, IIA	37.7	31.3	26.2	20.4
Concordia C, IIB	27.3	23.5	20.3	—
Delta C, III	37.7	33.3	28.0	23.9
U of Detroit, I	34.9	30.3	24.8	20.0
Eastern Michigan U, IIA	35.1	30.3	25.7	21.6
G M I Engineering & Management Inst, IIC	38.0	30.0	26.0	—
Grand Valley St C, IIA	35.1	29.3	24.1	—
Hope C, IIB	31.2	27.5	22.8	19.9
Jordan C, IIB	—		16.1	13.3
Kalamazoo C, IIB	35.1	28.6	21.9	—
Lake Superior St C, IIB	31.7	28.2	24.2	20.0
Lansing CC, III	38.6	26.6	23.8	21.2
Madonna C, IIB	28.5	25.0	20.8	18.3
Mercy C Of Detroit, IIB	28.4	23.8	19.9	17.8
U of Michigan				
Ann Arbor, I	48.1	36.8	29.3	20.9
Dearborn, IIA	35.9	27.2	23.8	
Flint, IIB	38.0	30.0	25.9	—
Michigan St U, I	40.3	30.4	25.8	21.3
Michigan Tech U, IIA	43.9	32.4	27.2	20.5
Nazareth C, IIC	—	21.5	17.7	15.6
Northern Michigan U, IIA	36.3	29.5	23.5	19.8
Northwestern Mich C, III	34.8	29.0	23.8	19.7
Oakland U, IIA	36.5	29.8	25.2	22.0
Olivet C, IIB	24.1	19.7	16.8	—
Saginaw Valley St C, IIA	32.5	27.7	25.3	22.8
Siena Heights C, IIB		21.3	19.2	—
Spring Arbor C, IIB	21.9	19.5	17.3	—
Wayne St U, I	40.7	36.0	24.7	19.6
Western Michigan U, I	36.8	30.0	25.0	18.7
Western Theol Sem, IIC	28.3	—	—	

MINNESOTA

	Prof	Assoc Prof	Asst Prof	Inst
Augsburg C, IIB	27.4	20.9	19.5	14.1
Bemidji St U, IIA	36.9	31.2	25.0	20.9
Bethel C & Seminary, IIB	29.1	23.6	20.2	17.5
Carleton C, IIB	40.6	31.8	24.7	22.1
C of Saint Benedict, IIB	32.3	27.1	22.1	19.0
C of Saint Catherine, IIB	32.4	28.5	22.1	18.5
C of Saint Scholastica, IIB	—	23.7	21.1	19.7
C of Saint Teresa, IIB	24.4	22.8	18.4	—
C of Saint Thomas, IIA	36.2	31.4	24.7	21.1
Concordia C				
Moorhead, IIB	30.0	27.9	22.8	17.4
Saint Paul, IIB	28.2	22.1	18.7	—
Gustavus Adolphus C, IIB	32.7	28.8	20.8	16.8
Hamline U, IIB	31.0	28.5	22.1	—
Luther NW Theol Sem, IIC	28.4	25.5	22.7	—
Macalester C, IIB	37.9	29.6	22.6	19.1
Dr Martin Luther C, IIC	14.3		—	
Metropolitan St U, IIB	36.0	31.8	25.7	
U of Minnesota				
Duluth, IIA	40.8	32.5	25.8	21.8
Minneapolis-St Paul, I	44.4	32.7	28.0	23.6
Morris, IIB	36.1	30.0	23.3	20.1
Tech C at Crookston, III	—	29.5	25.9	21.0
Tech C at Waseca, III	—	27.9	25.7	—
Minneapolis C of Art & Design, IIC	29.4	25.8	20.4	—
Minnesota Bible C, IIC	19.3			—
Moorhead St U, IIA	36.5	32.1	25.7	19.9
Northwestern C, IIB	26.6	24.3	20.8	
Saint Cloud St U, IIA	38.6	30.8	25.2	19.0
Saint John's U, IIB	36.7	30.1	23.9	19.3
Saint Mary's C, IIA	31.2	25.4	21.6	
Saint Olaf C, IIB	36.5	29.7	23.5	21.2
Saint Paul Bible C, IIB	—	22.7	20.5	18.1
Southwest St U, IIB	38.4	31.5	26.0	—
United Theol Sem, IIC	24.8	—	—	
Winona State U, IIA	38.1	31.2	25.3	17.8

MISSISSIPPI

	Prof	Assoc Prof	Asst Prof	Inst
Alcorn St U, IIB	30.3	25.4	21.9	18.4
Belhaven C, IIB	24.0	20.5	18.3	—
Blue Mountain C, IIB		—	16.6	16.5
Delta St U, IIA	31.2	25.2	21.9	19.3
Jackson St U, IIA	30.0	26.8	22.9	18.8
Millsaps C, IIB	29.8	25.5	20.5	—
U of Mississippi, I	37.2	29.0	23.1	17.3
Mississippi St U, I	38.2	28.9	24.7	18.2
Miss U for Women, IIA	30.3	25.2	23.2	20.6
Miss Valley St U, IIB	28.0	24.3	20.5	17.6
Reformed Theol Sem, IIC	30.8	—		
Rust C, IIB	—	18.7	17.0	15.3
U of Southern Miss, I	36.9	29.7	24.3	18.7
William Carey C, IIB	21.4	16.6	15.5	14.2

MISSOURI

	Prof	Assoc Prof	Asst Prof	Inst
Avila C, IIB	25.3	23.2	19.9	18.4
Baptist Bible C, IIC	20.6			
Central Bible C, IIC	—	21.7	19.3	14.7
Central Methodist C, IIB	26.8	20.7	19.9	17.5
Central Mo St U, IIA	32.7	28.5	23.7	18.4
Columbia C, IIB	22.6	19.2	19.3	16.8
Concordia Sem, IIC	23.2	20.5	15.6	—
Covenant Theol Sem, IIC	—	23.9		
Culver-Stockton C, IIB	28.5	21.9	18.9	—
Drury C, IIB	29.3	23.2	18.8	18.1
Eden Theol Sem, IIC	25.4	—	—	
Evangel C, IIB	24.6	22.0	18.7	13.6
Fontbonne C, IIB	22.0	17.3	15.2	14.0
Harris-Stowe St C, IIC	—	—	22.8	—
Kansas City Art Inst, IIC	28.4	21.9	—	
Lincoln U, IIA	29.2	24.7	21.1	18.6
Lindenwood C's, IIA	26.6	22.8	18.9	—
Logan C of Chiropractic, IIC	—	25.0	19.8	18.9
Maryville C, IIB	26.2	22.8	18.1	
U of Missouri				
Columbia, I	37.4	28.4	25.3	19.8
Kansas City, I	36.9	29.1	23.5	17.8
Rolla, IIC	40.5	31.7	28.6	—
St Louis, IIA	36.3	29.4	25.4	25.7
Missouri Baptist C, IIB	—	—	17.1	15.1
Mo Southern St C, IIB	30.0	26.4	24.0	19.9
Missouri Valley C, IIB	—	19.0	17.7	—
Mo Western St C, IIB	32.0	28.0	22.7	17.4
Nazarene Theol Sem, IIC	27.4	26.4	—	
Northeast Mo St U, IIA	33.5	29.4	25.6	20.1
Northwest Mo St U, IIA	30.9	25.9	21.5	18.7
Park C, IIB	23.4	17.6	17.5	—
Rockhurst C, IIB	33.3	27.9	23.7	22.9
St Louis Christian C, IIC	17.8			
St Louis C of Pharmacy, IIC	—	—	26.3	—
St Louis CC				
Florissant Valley, III	35.5	30.0	24.0	19.0
Forest Park, III	35.3	30.4	24.4	19.2
Meramec, III	34.8	30.2	22.8	20.6
Saint Louis U, I	40.8	29.6	25.5	21.7
Saint Mary's C of O'Fallon, III	—			17.0
Saint Paul's C, III	—	—	14.4	11.8
School of the Ozarks, IIB	27.0	22.1	19.7	
Southeast Mo St U, IIA	32.3	26.7	22.7	18.9
Southwest Baptist U, IIB	25.8	19.7	18.1	17.5
Southwest Mo St U, IIA	33.9	28.2	24.7	19.4
Washington U, I	45.7	33.4	26.8	21.0
Webster U, IIA	31.5	27.4	22.3	16.6
Westminster C, IIB	31.0	25.3	22.6	—
William Jewell C, IIB	29.0	21.7	20.7	18.2
William Woods C, IIB	26.3	21.1	18.5	17.8

MONTANA

	Prof	Assoc Prof	Asst Prof	Inst
Carroll C, IIB	29.6	23.0	20.2	—
C of Great Falls, IIB	24.5	20.1	18.8	—
Eastern Montana C, IIB	31.3	28.3	22.3	19.1
U of Montana, I	32.4	26.0	22.4	—
Montana C of Mineral Science & Tech, IIC	37.6	30.6	24.9	18.6
Montana St U, IIA	35.8	28.8	24.0	19.2
Northern Montana C, IIB	29.7	28.1	24.2	20.9
Rocky Mountain C, IIB	24.0	—	17.5	—
Western Montana C, IIC	32.0	25.8	21.3	

NEBRASKA

	Prof	Assoc Prof	Asst Prof	Inst
Bellevue C, IIB		23.1	19.4	—
Chadron St C, IIB	32.7	28.1	22.1	18.2
C of Saint Mary, IIB	—	24.4	21.5	18.8
Concordia Teachers C, IIC	24.3	21.6	18.6	—
Creighton U, IIA	38.8	31.4	23.7	19.6
Dana C, IIB	24.6	21.1	18.1	—
Doane C, IIB	26.5	23.2	20.3	—
Hastings C, IIB	28.1	23.8	20.2	16.7

NEBRASKA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Kearney St C, IIA	31.2	25.8	21.5	17.5
Midland Lutheran C, IIB	25.4	21.7	20.6	17.9
U of Nebraska				
Lincoln I	37.9	30.2	24.8	18.9
Omaha, IIA	34.0	27.7	22.3	21.3
Nebraska Wesleyan U, IIB	27.5	23.1	20.1	—
Peru St C, IIB	25.4	25.2	22.3	17.3
Union C, IIB	21.6	20.2	18.7	17.4
Wayne St C, IIA	38.6	28.3	22.8	19.0
York C, III	—	20.9	18.3	—

NEVADA

	Prof	Assoc Prof	Asst Prof	Inst
U of Nevada				
Las Vegas, IIA	37.5	29.6	25.5	21.2
Reno, I	36.3	29.2	23.8	18.9

NEW HAMPSHIRE

	Prof	Assoc Prof	Asst Prof	Inst
Dartmouth C, I	48.6	30.2	26.6	21.0
Franklin Pierce C, IIB	27.3	23.9	17.6	—
Franklin Pierce Law Center, IIC	42.3	—	—	
U of New Hampshire, I	38.3	29.3	23.9	20.8
New Hampshire C, IIC	32.9	27.0	23.9	20.8
NH Voc-Tech C				
Claremont, III	23.6	18.3	18.4	—
Manchester, III	23.6	18.6	18.6	
Plymouth St C, IIB	31.5	26.5	22.6	18.1
Rivier C, IIA	—	21.7	18.6	—
Saint Anselm C, IIB	30.7	25.9	22.2	18.4

NEW JERSEY

	Prof	Assoc Prof	Asst Prof	Inst
Bergen CC, III	41.9	37.7	29.4	22.7
Bloomfield C, IIB	30.6	27.2	22.2	20.7
Brookdale CC, III	37.8	32.5	24.2	19.1
Centenary C, IIB	28.4	21.3	17.6	14.7
C of Saint Elizabeth, IIB	—	—	18.6	—
County C Of Morris, III	37.7	31.2	25.7	21.8
Cumberland County C, III	38.7	33.2	28.3	25.8
Drew U, I	39.6	30.8	23.7	—
Georgian Court C, IIB	28.7	25.3	23.1	18.3
Glassboro St C, IIB	40.4	32.5	26.0	20.9
Gloucester County C, III	31.6	38.2	28.7	25.9
Jersey City St C, IIA	41.1	33.4	27.2	20.7
Mercer County CC, III	37.4	31.4	28.4	20.0
Middlesex County C, III	40.4	34.7	28.8	23.2
Monmouth C, IIA	34.0	29.3	24.0	—
Montclair St C, IIA	40.0	32.6	26.1	21.0
New Brunswick Theol Sem, IIC	30.0	—	—	—
Passaic County CC, III	—	—	23.3	18.2
Princeton Theol Sem, IIC	45.0	40.5	29.9	—
Princeton U, I	55.2	34.9	27.4	22.4
Rider C, IIC	41.8	33.2	28.0	23.5
Rutgers U				
Camden, IIB	48.6	34.1	24.3	20.8
Newark, IIA	48.3	35.1	25.8	19.8
New Brunswick, I	47.6	33.0	24.3	18.5
Saint Peter's C, IIB	32.2	26.1	21.6	19.6
Salem CC, III	—	—	21.9	21.1
Seton Hall U, IIA	38.2	30.4	24.0	21.8
Somerset County C, III	35.2	28.5	22.8	18.6
Stockton St C, IIB	38.6	30.8	24.1	20.7
Trenton St C, IIA	43.7	33.1	26.5	22.0
Union County C, III	36.6	28.4	22.6	17.8
Upsala C, IIB	32.1	26.8	21.6	18.1
Westminster Choir C, IIC	33.1	25.4	20.0	14.4
William Paterson C, IIA	40.6	32.1	25.6	21.1

NEW MEXICO

	Prof	Assoc Prof	Asst Prof	Inst
Eastern NM U, IIA	35.7	29.8	25.0	20.4
Roswell, III			—	22.8
U of New Mexico, I	38.4	29.3	24.2	19.0
NM Highlands U, IIA	31.6	25.2	21.4	18.6
NM Inst of Mining & Tech, IIA	35.8	28.1	28.0	—
NM Military Inst, III	—	25.6	22.6	20.8
New Mexico St U				
Main campus, I	37.8	28.9	24.1	19.0
Alamogordo, III	—	27.4	22.2	20.5
Carlsbad, III	—	—	22.9	—
Dona Ana, III	—	20.7	17.7	18.9
Grants, III			—	18.8
Western NM U, IIA	33.7	28.8	23.4	—

NEW YORK

	Prof	Assoc Prof	Asst Prof	Inst
Adelphi U, I	40.7	31.7	28.7	23.3
Adirondack CC, III	31.4	25.8	20.4	18.1
Albany C of Pharmacy, IIC	37.1	28.1	—	—
Alfred U, IIA	35.4	30.5	24.4	18.5
Bard C, IIB	36.3	30.1	22.1	
Barnard C, IIB	45.9	30.1	23.7	19.8
Canisius C, IIB	36.5	31.8	24.1	—
Cazenovia C, III	23.9	—	17.8	14.9
Clinton CC, III	27.8	23.6	21.5	—
Colgate U, IIB	44.9	33.4	23.9	19.6
C of Mt Saint Vincent, IIB	29.8	23.5	20.8	17.3
C of New Rochelle, IIA	37.5	30.3	24.6	19.7
C of Saint Rose, IIA	30.4	24.5	20.4	17.6
Columbia U, I	53.3	38.6	28.7	—
Teachers C, IIC	44.9	33.8	25.2	20.3
Cooper Union, IIB	40.1	32.7	28.7	
Cornell U Endowed C's, I	48.3	34.6	28.1	21.3
Statutory C's, I	45.4	34.9	29.4	20.3
Dominican C, IIB	—	25.5	22.2	17.8
D'youville C, IIC	30.3	23.3	18.2	14.5
Elizabeth Seton C, III	—	22.5	17.9	—
Fashion Inst of Tech, III	51.6	41.9	36.2	28.1
Fordham U, I	48.2	35.8	27.2	24.1
Hamilton C, IIB	41.9	31.3	24.4	20.6
Hartwick C, IIB	32.9	29.2	21.5	—
Hilbert C, III	—	—	16.9	16.0
Hobart-William Smith C's, IIB	38.3	29.8	23.5	—
Hofstra U, IIA	41.7	33.1	27.7	24.8
Iona C, IIA	40.6	33.8	27.4	23.6
Ithaca C, IIB	34.9	28.6	23.3	19.3
Keuka C, IIB	23.2	18.7	17.1	15.7
Le Moyne C, IIB	34.4	28.4	23.6	20.5
Long Island U, IIA	37.9	30.3	24.5	19.7
Manhattan C, IIA	41.3	34.4	27.1	20.8
Manhattanville C, IIA	39.2	28.7	19.8	—
Marist C, IIB	37.9	28.2	24.2	—
Maryknoll Sch of Theology, IIC	22.5	17.8	—	
Marymount C, IIB	32.0	26.0	22.0	—
Mercy C, IIB	37.0	28.4	23.9	18.0
Molloy C, IIC	—	25.4	19.3	13.0
Nazareth C of Rochester, IIB	32.8	27.1	22.8	—
NY C of Podiatric Medicine, IIC	38.1	30.4	25.4	—

NEW YORK—Continued

	Prof	Assoc Prof	Asst Prof	Inst
NY Inst of Tech, IIA	38.2	32.7	25.9	20.2
New York U, I	52.2	35.7	30.5	24.2
Niagara U, IIA	31.7	25.8	22.9	18.0
Pace U, IIA	40.6	34.4	27.9	22.6
Paul Smith's C of Arts & Sciences, III	27.2	21.0	17.3	14.2
Pratt Inst, IIA	38.1	28.5	23.9	
Rensselaer Poly Inst, I	48.8	36.7	30.5	
U of Rochester, I	47.8	34.9	27.0	22.6
Rochester Inst of Tech, IIA	38.2	30.9	28.7	22.5
Rockefeller U, I	67.9	37.1	28.5	22.9
Russell Sage C, IIA	35.2	26.9	22.9	18.1
Saint Bonaventure U, IIA	32.9	26.8	23.1	20.0
Saint Francis C, IIB	28.7	26.8	23.4	22.4
Saint John Fisher C, IIB	33.3	27.2	22.6	—
Saint Lawrence U, IIB	42.6	31.3	24.8	22.0
Saint Thomas Aquinas C, IIB	32.0	27.1	22.3	18.8
Siena C, IIB	34.7	28.4	22.2	—
Skidmore C, IIB	40.8	30.1	24.2	18.9
St U of NY				
Albany, I	51.4	37.9	28.6	
Binghamton, I	50.2	36.1	27.8	
Buffalo, I	52.8	37.4	28.1	—
Stony Brook, I	55.5	38.9	27.4	—
Empire St C, IIB	38.3	31.4	25.4	22.0
C at Buffalo, IIA	39.7	31.3	26.0	21.4
C at Brockport, IIA	42.4	34.5	27.8	18.8
C at Cortland, IIA	38.5	30.7	24.2	19.7
C at Fredonia, IIA	41.0	31.8	26.0	18.8
C at Geneseo, IIA	40.9	33.3	24.1	18.8
C at New Paltz, IIA	38.6	32.6	27.1	—
C at Old Westbury, IIB	40.6	34.8	25.6	20.6
C at Oneonta, IIA	40.0	32.0	26.3	—
C at Oswego, IIA	41.3	31.4	24.5	20.1
C at Plattsburgh, IIA	38.6	32.5	26.0	—
C at Potsdam, IIA	38.1	31.8	24.8	19.2
C at Purchase, IIB	41.7	30.5	28.1	—
C of Optometry, IIC	46.6	38.6	27.7	—
C of Technology, IIA	—	31.5	24.8	—
A&T C at Alfred, III	36.9	31.2	25.6	19.0
A&T C at Canton, III	33.6	28.1	23.5	19.7
A&T C at Cobleskill, III	33.6	27.5	24.1	21.7
A&T C at Delhi, III	34.0	28.1	23.6	19.4
A&T C at Farmingdale, III	37.5	29.4	24.2	21.0
A&T C at Morrisville, III	36.3	29.4	23.9	20.9
C of Environmental Science & Forestry, IIA	38.6	28.7	22.2	
Maritime C, IIB	41.4	28.7	24.5	—
NY St C of Ceramics, IIC	42.3	34.1	28.4	—
Broome CC, III	31.4	28.8	21.2	19.8
Columbia-Greene CC, III	32.3	26.7	21.2	—
CC of Finger Lakes, III	27.7	23.3	20.0	18.3
Corning CC, III	38.6	26.9	21.1	—
Dutchess CC, III	38.6	32.1	26.6	19.0
Erie CC				
Buffalo, III	31.1	—	24.3	18.8
Orchard Park, III	31.2	28.3	24.5	18.7
Williamsville, III	31.7	27.5	25.1	18.8
Fulton-Montgomery CC, III	30.2	23.4	24.8	18.1
Genesee CC, III	27.8	23.0	19.0	—
Herkimer County CC, III	31.8	27.4	20.7	16.6
Hudson Valley CC, III	38.3	28.5	24.2	18.9
Jamestown CC, III	32.1	28.1	20.9	18.6
Monroe CC, III	38.2	28.1	24.1	21.1
Nassau CC, III	45.8	37.2	30.2	24.0
Niagara County CC, III	34.5	28.2	22.7	19.3
North Country CC, III	32.7	28.1	23.5	18.5
Onondaga CC, III	35.6	29.8	23.1	21.1
Schenectady County CC, III	31.7	25.9	19.4	17.5
Sullivan County CC, III	31.9	28.2	21.8	—
Ulster County CC, III	38.6	28.8	25.0	20.3
Westchester CC, III	49.5	43.4	36.6	28.2
Syracuse U, I	42.2	30.6	24.3	20.6
Utica C, IIB	30.9	24.9	20.1	—
Trocaire C, III	—	—	18.6	15.6
Union C, IIA	41.8	31.9	26.1	22.1
US Merchant Marine Acad, IIC	47.0	38.1	30.3	—
Vassar C, IIB	48.5	30.5	24.3	—
Wagner C, IIA	33.6	27.0	21.0	17.2
Wells C, IIB	30.9	24.4	19.6	—

NORTH CAROLINA

	Prof	Assoc Prof	Asst Prof	Inst
Appalachian St U, IIA	33.1	27.7	25.8	19.4
Atlantic Christian C, IIB	25.0	20.4	18.0	17.0
Barber-Scotia C, IIC	—	—	18.3	17.7
Belmont Abbey C, IIB	—	20.8	18.7	—
Bennett C, IIB	22.6	18.8	17.3	15.0
Catawba C, IIB	25.9	19.6	19.0	—
Davidson C, IIB	38.1	32.4	25.5	—
Duke U, I	48.1	34.7	28.0	26.9
East Carolina U, IIA	36.4	29.9	24.2	20.3
Elizabeth City St U, IIB	33.4	27.5	25.0	22.5
Elon C, IIB	25.4	23.6	19.9	17.5
Fayetteville St U, IIB	34.9	28.1	24.3	21.3
Greensboro C, IIB	25.5	22.5	18.7	—
Guilford C, IIB	32.2	28.4	20.8	17.0
High Point C, IIB	28.6	22.0	19.9	18.1
Johnson C Smith U, IIB	—	22.8	20.1	18.6
Lenoir-Rhyne C, IIB	25.2	22.2	19.3	—
Livingstone C, IIB		18.6	15.9	[illegible]
Mars Hill C, IIB	24.3	20.7	18.4	—
Methodist C, IIB	—	18.0	17.0	16.8
U of North Carolina				
Asheville, IIB	36.0	28.2	25.4	21.6
Chapel Hill, I	48.2	34.1	27.8	23.9
Charlotte, IIA	38.5	30.5	25.2	—
Greensboro, I	42.8	31.2	26.0	20.6
Wilmington, IIB	35.1	28.8	24.1	—
NC A&T St U, IIA	35.7	30.3	26.3	20.8
NC Central U, IIA	38.2	30.5	26.5	23.7
NC Sch of the Arts, IIC				24.4
North Carolina St U, I	46.2	35.3	28.8	20.7
NC Wesleyan C, IIB	23.5	21.0	18.7	—
Pembroke St U, IIB	35.3	28.2	23.7	—
Pfeiffer C, IIB	22.7	19.6	19.2	[illegible]
Sacred Heart C, IIB	—	—	19.6	
Saint Andrews Presbyterian C, IIB	30.3	25.0	19.5	18.2
Salem C, IIB	28.0	24.0	21.1	—
SE Baptist Theol Sem, IIC	27.5	—	—	
Wake Forest U, IIA	38.8	32.0	26.5	17.4
Western Carolina U, IIA	34.8	28.2	24.4	20.1
Winston-Salem St U, IIB	30.1	27.7	24.1	20.4

NORTH DAKOTA

	Prof	Assoc Prof	Asst Prof	Inst
Jamestown C, IIB	—	22.2	19.1	18.7
Minot St C, IIB	28.1	25.1	22.1	21.5
U of North Dakota				
Grand Forks, I	32.5	27.0	22.7	18.4

NORTH DAKOTA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
North Dakota St U, IIA	32.5	27.3	22.5	18.5
Valley City St C, IIB	28.6	25.2	21.2	21.5

OHIO

	Prof	Assoc Prof	Asst Prof	Inst
Air Force Inst of Tech, IIC	39.0	31.3	29.2	28.2
U of Akron				
Main campus, I	40.1	31.6	26.3	20.0
Antioch U, IIA	24.1	17.8	18.7	
Ashland C, IIA	28.7	28.2	19.1	18.6
Baldwin-Wallace C, IIB	30.6	25.0	20.6	
Belmont Tech C, III	—	—	19.2	
Bluffton C, IIB	22.8	19.4	17.2	—
Bowling Green State				
Main campus, I	40.5	31.9	25.7	19.1
Firelands, III	—	26.2	23.0	21.0
Capital U, IIB	29.6	21.8	19.1	17.1
Case Western Reserve U, I	45.6	33.1	28.3	21.4
Cedarville C, IIB	28.1	23.0	20.6	—
U of Cincinnati				
Main campus, I	44.0	33.3	27.0	18.7
Clermont General Tech C, III	—	—	24.4	—
Raymond Walters General & Tech C, III	35.9	30.6	22.8	18.6
Clark Tech C, III	—	28.0	24.7	21.4
Cleveland St U, IIA	44.3	35.2	27.2	20.4
C of Mount Saint Joseph, IIB	28.3	22.9	19.4	17.7
C of Wooster, IIB	35.2	25.6	20.6	—
Columbus C of Art & Design, IIC	26.0	20.4	19.2	18.8
U of Dayton, IIA	35.1	30.3	24.0	19.6
Defiance C, IIB	23.2	20.5	19.1	—
Denison U, IIB	36.3	28.4	22.5	18.5
Dyke C, IIC			17.4	16.2
Edison St CC, III		28.4	22.8	20.5
Hebrew Union C, IIC	42.1	29.4	—	
Heidelberg C, IIB	27.8	22.0	18.9	18.4
Hiram C, IIB	28.1	24.1	21.7	—
Jefferson Tech C, III		26.4	20.1	17.3
John Carroll U, IIA	30.9	28.0	23.0	20.6
Kent St U				
Main campus, I	40.6	30.8	26.1	18.6
Ashtabula, III		28.6	21.6	—
Liverpool, III			23.1	—
Salem, III	—	—	23.0	—
Stark, III	—	30.2	20.0	—
Trumbull, III	—	28.5	23.7	—
Tuscarawas, III	—	28.1	28.1	—
Kenyon C, IIB	40.0	31.5	23.1	20.3
Lake Erie C, IIB	—	21.7	18.1	—
Lima Tech C, III		28.0	24.5	20.6
Lorain County CC, III	—	33.4	26.4	21.1
Lourdes C, IIB			—	18.0
Malone C, IIB	23.0	18.8	15.8	—
Marietta C, IIB	28.5	24.7	20.3	—
Methodist Theol Sch of Ohio, IIC	32.6	—	—	
Miami U				
Hamilton, III	—	30.2	23.4	—
Middletown, III	—	29.9	25.2	20.7
Oxford, I	41.8	31.7	24.9	22.7
Mount Union C, IIB	30.5	24.2	21.5	17.6
Mount Vernon Nazarene C, IIB	24.5	22.0	18.8	—
Muskingum Area Tech C, III	—	25.5	21.4	19.4
Muskingum C, IIB	32.5	25.8	22.6	18.2
North Central Tech C, III	—	22.7	20.6	17.0
Notre Dame C, IIB	—	18.8	18.5	16.7
Oberlin C, IIB	41.9	30.6	24.3	20.9
Ohio C of Podiatric Medicine, IIC	—	36.4	30.4	—
Ohio Dominican C, IIB	25.5	21.1	18.6	—
Ohio Northern U, IIB	32.4	28.1	22.6	18.6
Ohio St U				
Main campus, I	47.6	31.2	30.0	22.4
Ag Tech Inst, III		28.0	24.4	—
Lima, III		31.5	25.4	
Mansfield, III	—	34.0	26.9	—
Marion, III	—	31.0	29.0	—
Newark, III		30.4	26.7	—
Ohio U				
Athens, I	38.7	31.3	26.1	20.6
Belmont, III		—	26.5	
Chillicothe, III		27.4	23.1	—
Lancaster, III		28.3	22.4	—
Zanesville, III	—	27.4	22.0	—
Ohio Wesleyan U, IIB	33.2	25.0	21.8	18.6
Otterbein C, IIB	29.9	23.2	20.0	18.6
Owens Tech C, III	29.4	25.2	22.8	19.0
Rio Grande C, IIB	—	22.7	19.8	16.7
Shawnee St CC, III		27.4	23.5	19.2
Sinclair CC, III	28.7	25.0	19.9	16.3
Southern St CC, III		—	22.1	17.5
Stark Tech C, III		28.9	22.2	18.4
U of Steubenville, IIB	28.2	23.6	18.6	—
U of Toledo, I	40.0	31.5	25.5	20.4
Trinity Lutheran Sem, IIC	27.9	25.6	—	
United Theol Sem, IIB	24.7	—	—	
Urbana U, IIB	21.0	17.7	15.4	—
Ursuline C, IIB	—	—	19.2	18.5
Walsh C, IIB	28.0	21.9	20.0	—
Wilberforce U, IIB	—	20.8	18.1	16.2
Wilmington C, IIB	27.4	24.5	18.1	—
Wittenberg U, IIB	38.1	28.7	22.9	19.2
Wright State U				
Main campus, IIA	42.9	32.7	27.5	21.0
Western, III	—	—	25.5	20.5
Xavier U, IIA	37.1	28.5	24.8	19.5
Youngstown St U, IIA	37.8	31.6	25.0	20.4

OKLAHOMA

	Prof	Assoc Prof	Asst Prof	Inst
Bacone C, III		—	17.5	14.6
Bethany Nazarene C, IIB	23.0	21.7	19.6	—
Cameron U, IIB	31.0	27.4	24.2	20.3
Central St U, IIA	35.3	32.1	28.3	20.5
East Central Okla St U, IIB	32.6	28.6	25.6	21.3
Langston U, IIB	31.9	28.7	24.6	22.1
Midwest Christian C, IIC	19.6			
NE Oklahoma St U, IIA	31.6	28.6	24.1	21.6
NW Oklahoma St U, IIB	32.9	30.4	28.1	19.5
U of Oklahoma, I	39.9	29.2	23.6	15.9
Oklahoma Baptist U, IIB	27.9	23.5	20.2	—
Okla Christian C, IIB	30.3	27.2	22.4	18.6
Panhandle St U, IIB	37.6	28.8	21.2	22.6
Oklahoma St U				
Main campus, I	36.6	28.6	23.6	18.6
Tech Inst, III	38.1	35.8	25.0	22.4
Phillips U, IIA	27.6	23.2	21.4	—
U of Science & Arts of Oklahoma, IIB	31.6	28.3	26.4	21.6

OKLAHOMA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
SE Oklahoma St U, IIA	30.8	27.3	24.1	20.3
SW Oklahoma St U, IIA	34.2	30.0	28.1	22.7
U of Tulsa, IIA	42.6	32.0	28.0	21.3

OREGON

	Prof	Assoc Prof	Asst Prof	Inst
Central Oregon CC, III	31.0	28.1	24.6	21.5
Columbia Christian C, IIB	20.8	17.9	—	—
Concordia C, IIB	—	—	21.6	
Eastern Oregon St C, IIB	27.7	28.2	22.2	18.1
Judson Baptist C, III	—	—	18.6	—
Lewis & Clark C, IIA	41.2	28.3	21.5	
Linfield C, IIB	28.1	23.9	19.6	—
NW Christian C, IIC	—	12.8		
U of Oregon, I	36.7	27.5	23.0	18.7
Oregon Inst of Tech, IIC	32.1	27.6	23.4	20.7
Oregon St U, I	35.6	28.2	23.2	17.2
Pacific U, IIB	31.6	24.4	20.7	—
U of Portland, IIA	34.1	27.7	22.6	
Portland St U, IIA	32.9	26.7	23.1	19.7
Reed C, IIB	37.7	28.6	23.2	
Southern Ore St C, IIA	29.7	28.2	20.2	17.9
Southwestern Ore CC, III	31.3	25.8	22.0	
Warner Pacific C, IIB	—	22.9	18.2	—
Western Baptist C, IIC	14.8	—		
Western Conservative Baptist Seminary, IIC	34.9	—	—	—
Western Evangelical Seminary, IIC	28.2			
Western Oregon St C, IIC	28.0	24.8	22.0	—
Western St Chiropractic C, IIC	—	—	18.9	
Willamette U, IIB	36.8	27.8	22.4	—

PENNSYLVANIA

	Prof	Assoc Prof	Asst Prof	Inst
Albright C, IIB	35.9	29.0	24.3	22.9
Allegheny C, IIB	37.8	28.7	22.5	18.1
Allentown C of Saint Francis, IIB	28.5	23.1	20.7	18.1
Alliance C, IIB	—	—	18.3	—
Beaver C, IIB	34.8	28.0	21.7	—
Bloomsburg U, IIA	38.5	29.9	24.3	18.7
Bryn Mawr C, I	41.2	32.1	28.2	—
Bucknell U, IIA	40.0	33.3	25.7	20.7
Bucks County CC, III	32.1	28.8	20.0	15.6
Butler County CC, III	32.4	29.3	23.6	18.1
Cabrini C, IIB	27.2	—	22.6	—
Carlow C, IIB	31.7	23.3	18.3	18.4
Carnegie-Mellon U, I	52.0	35.1	30.6	21.1
Cedar Crest C, IIB	29.4	22.6	19.1	—
Chatham C, IIB	38.2	28.1	21.0	—
Chestnut Hill C, IIB	—	25.0	17.3	—
Cheyney U of Pa, IIA	36.3	31.6	26.7	19.6
Clarion U of Pa				
Main campus, IIA	36.9	30.4	26.6	19.9
Venango, III	—	—	25.1	—
C of Misericordia, IIB	—	21.6	19.6	19.5
CC of Allegheny County				
Allegheny, III	28.6	28.6	23.1	
Boyce, III	29.9	27.7	22.6	—
North, III	—	22.7	20.4	—
South, III	28.6	24.9	20.9	
CC of Beaver County, III	28.3	27.4	24.5	21.9
CC of Philadelphia, III	38.4	36.2	29.4	22.6
Delaware County CC, III	32.8	27.6	20.4	—
Delaware Valley C of Science & Ag, IIB	31.9	27.3	23.1	20.2
Dickinson C, IIB	38.1	28.0	22.4	20.6
Drexel U, IIA	45.2	32.2	28.0	23.9
Duquesne U, IIA	38.0	28.6	21.8	19.3
East Stroudsburg U, IIA	35.3	27.9	23.7	20.3
E Baptist Theol Sem, IIC	28.0	—	—	—
Eastern C, IIB	28.7	24.2	21.4	—
Edinboro U, IIA	37.3	30.9	25.5	
Elizabethtown C, IIB	30.7	28.1	24.4	—
Franklin & Marshall C, IIB	43.9	33.5	22.7	20.5
Gannon U, IIA	31.9	28.5	24.9	17.6
Geneva C, IIB	28.6	24.6	20.4	—
Gettysburg C, IIB	41.0	31.8	23.9	23.9
Harcum JC, III	—	21.2	17.9	18.9
Harrisburg Area CC, III	32.4	27.8	26.6	18.7
Haverford C, IIB	43.6	34.4	25.9	—
Immaculata C, IIB	27.4	26.8	—	—
Indiana U of Pa, IIA	37.1	30.8	24.4	19.9
Keystone JC, III	25.0	20.4	17.1	18.1
King's C, IIB	31.0	28.5	22.5	—
Kutztown U, IIA	37.2	30.4	24.2	20.0
Lafayette C, IIB	45.8	34.6	26.6	24.0
La Roche C, IIB	—	24.5	21.5	—
La Salle U, IIB	36.8	30.8	25.1	20.5
Lebanon Valley C, IIB	28.2	24.8	19.4	—
Lehigh U, I	49.5	33.8	28.6	28.1
Lincoln U, IIB	32.2	28.6	22.1	13.9
Lock Haven U, IIB	37.5	30.5	25.0	19.9
Lutheran Theol Sem at Gettysburg, IIC	28.1	—	—	
Luzerne County CC, III	28.0	25.6	20.3	19.3
Lycoming C, IIB	32.8	28.2	21.6	18.5
Mansfield U, IIA	37.5	30.5	28.4	—
Marywood C, IIA	28.5	25.5	21.4	17.6
Mercyhurst C, IIB	28.0	24.4	20.5	17.9
Messiah C, IIB	28.9	27.0	23.6	19.7
Millersville U, IIA	37.5	30.7	24.6	20.0
Montgomery Co CC, III	34.4	28.1	24.0	—
Moravian C, IIB	32.6	26.7	22.4	—
Muhlenberg C, IIB	35.6	28.0	21.9	19.3
Neumann C, IIB	—	—	20.6	17.2
Northampton County Area CC, III	30.0	26.3	22.2	—
U of Pennsylvania, I	52.5	37.3	32.4	
Pa C of Optometry, IIC	—	30.8	26.7	—
Pennsylvania St U				
Main campus, I	44.0	[illegible]	25.0	17.4
IIA campuses, IIA	37.0	[illegible]	25.6	22.3
III campuses, III	34.6	[illegible]	24.1	19.6
Philadelphia C of Textiles & Science, IIB	30.7	31.0	[illegible]	—
U of Pittsburgh				
Main campus, I	48.7	37.0	28.6	18.6
Bradford, IIB	—	27.1	24.4	18.6
Greensburg, III	30.0	24.5	21.5	18.4
Johnstown, IIB	35.0	28.7	23.9	19.1
Titusville, III		28.2	—	—
Point Park C, IIB	27.5	22.5	18.6	—
Reading Area CC, III	27.2	21.0	—	—
Saint Joseph's U, IIB	38.6	30.2	24.2	18.6
U of Scranton, IIA	38.3	28.0	23.9	22.0
Seton Hill C, IIB	28.9	24.5	19.0	16.2
Shippensburg U, IIA	37.4	30.3	24.8	20.6
Slippery Rock U, IIA	37.6	30.7	24.5	20.1
Susquehanna U, IIB	35.0	28.2	23.2	20.0
Swarthmore C, IIB	48.7	32.5	26.1	—
Temple U, I	41.5	31.8	26.3	18.7
Thiel C, IIB	27.4	28.2	19.6	18.2
Ursinus C, IIB	32.7	27.1	23.3	18.6

PENNSYLVANIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Villa Maria C, IIC	19.1	17.7	18.0	19.0
Villanova U, IIA	42.6	33.2	27.0	22.5
Washington & Jefferson C, IIB	31.7	27.6	22.0	21.0
West Chester U, IIA	37.4	30.5	24.7	20.6
Westminster C, IIB	31.2	28.3	21.6	—
Westminster Theol Seminary, IIC	—	21.8	—	
Westmoreland Co CC, III	—	24.9	22.9	19.1
Widener U, IIA	40.0	32.7	24.4	20.6
Wilkes C, IIA	31.3	25.7	21.3	—
Williamsport Area CC, III	28.4	25.0	24.3	21.9
Wilson C, IIB	27.2	21.3	19.2	—
York C of Pa, IIB	38.2	28.3	26.7	21.0

RHODE ISLAND

	Prof	Assoc Prof	Asst Prof	Inst
Barrington C, IIB	—	18.8	17.6	—
Brown U, I	47.5	38.1	28.9	—
Bryant C, IIC	38.2	34.9	27.7	28.3
CC of Rhode Island, III	28.4	28.2	21.2	14.0
New England Inst of Technology, III		—	21.0	17.6
Providence C, IIA	40.6	30.1	27.0	23.3
U of Rhode Island, I	37.3	28.5	28.4	20.5
Rhode Island C, IIA	38.6	27.2	28.3	17.9
Rhode Island School of Design, IIC	36.0	30.1	28.7	
Salve Regina-Newport C, IIA	30.2	24.6	19.0	18.4

SOUTH CAROLINA

	Prof	Assoc Prof	Asst Prof	Inst
Baptist C at Charleston, IIB	25.1	19.7	17.0	—
Benedict C, IIB	25.0	18.9	18.2	18.0
Central Wesleyan C, IIB	17.6	—	18.4	—
The Citadel, IIA	35.7	28.4	24.1	—
Claflin C, IIB	28.1	18.1	17.4	16.8
Clemson U, I	41.1	31.2	28.9	19.1
Coker C, IIB	28.1	22.3	20.3	—
C of Charleston, IIA	35.7	30.6	24.0	—
Columbia Bible C, IIC	23.4			
Columbia C, IIB	25.6	21.4	19.1	17.2
Converse C, IIB	28.6	24.0	20.7	—
Erskine C & Seminary, IIB	24.5	19.5	17.0	—
Francis Marion C, IIB	35.2	28.9	22.2	18.6
Furman U, IIB	34.5	28.4	21.6	18.7
Lander C, IIB	32.8	27.3	22.3	—
Limestone C, IIC	24.1	21.9	18.8	
Lutheran Theological Southern Seminary, IIC	28.2	—		
Morris C, IIB	20.3	18.7	18.7	18.8
Newberry C, IIB	21.8	19.7	18.8	—
North Greenville C, III	—	17.7	18.7	18.3
Presbyterian C, IIB	28.0	23.6	19.4	—
U of South Carolina				
Main campus, I	41.6	30.5	25.3	20.0
Aiken, IIB	31.7	28.0	21.2	—
Beaufort, III	—	23.4	20.5	
Coastal Carolina, IIB	30.3	25.5	22.2	—
Lancaster, III		25.6	21.5	—
Salkehatchie, III	—	24.4	—	
Spartanburg, IIB	31.2	25.6	20.1	19.6
Sumter, III	—	24.4	21.0	—
South Carolina St C, IIB	35.7	28.9	23.6	18.8
Voorhees C, IIB	21.4	—	17.4	16.0
Winthrop C, IIA	36.6	28.5	24.2	17.2
Wofford C, IIB	30.9	25.9	21.8	—

SOUTH DAKOTA

	Prof	Assoc Prof	Asst Prof	Inst
Augustana C, IIB	27.9	24.3	21.2	17.4
Black Hills St C, IIB	27.9	22.6	20.3	18.7
Dakota St C, IIB	23.3	21.4	18.1	16.3
Dakota Wesleyan U, IIB	25.1	21.6	18.8	16.9
Huron C, IIB	—	—	22.4	18.4
Mount Marty C, IIB	24.5	19.3	18.4	—
North American Baptist Seminary, IIC	—	19.9		—
Northern St C, IIB	28.8	23.9	22.1	19.0
Sioux Falls C, IIB	28.9	21.5	20.2	18.4
U of South Dakota, I	35.5	28.3	22.7	18.9
South Dakota School of Mines & Tech, IIC	31.4	28.8	20.0	18.1
South Dakota St U, IIA	29.4	24.7	21.2	18.4

TENNESSEE

	Prof	Assoc Prof	Asst Prof	Inst
Austin Peay St U, IIA	31.9	26.5	21.3	18.7
Belmont C, IIB	28.2	23.2	21.2	20.8
Bethel C, IIB	22.2	18.7	—	—
Bryan C, IIB	25.0	21.0	18.8	—
Carson-Newman C, IIB	27.1	22.7	19.9	—
Chattanooga St Tech CC, III	30.0	27.0	25.4	23.6
Columbia St CC, III	—	27.1	24.5	20.0
Covenant C, IIB	27.0	24.3	19.5	—
David Lipscomb C, IIB	28.0	28.1	19.8	18.3
E Tennessee St U, IIA	34.6	28.4	23.5	19.7
Lambuth C, IIB	22.9	20.1	19.3	
Lincoln Memorial U, IIB	22.4	—	18.6	18.6
Maryville C, IIB	24.4	20.0	19.3	—
Middle Tenn St U, IIA	37.1	31.0	25.1	20.0
Roane St CC, III	—	28.0	22.1	18.6
Scarritt C, IIC	—	30.3		
Shelby St CC, III	27.7	23.5	19.0	18.9
Rhodes C, IIB	34.1	27.8	21.5	—
St Tech Inst at Memphis, III	28.5	24.1	21.8	18.7
U of Tennessee				
Knoxville, I	38.9	29.7	25.6	17.7
Chattanooga, IIA	34.2	28.2	23.1	17.0
Inst of Ag, IIA	37.7	31.4	27.8	—
Martin, IIB	31.6	28.8	23.6	17.0
Tennessee Tech U, IIA	37.0	28.5	24.3	18.6
Tusculum C, IIB	—	18.9	18.0	—
Union U, IIB	25.6	22.5	20.1	17.3
U of the South, IIB	36.7	28.1	23.5	22.3
Vanderbilt U, I	48.2	33.3	26.8	24.0
Volunteer St CC, III	30.3	25.0	21.9	18.7

TEXAS

	Prof	Assoc Prof	Asst Prof	Inst
American Tech U, IIA	—	30.0	—	—
Angelo St U, IIA	36.8	32.0	28.9	26.3
Baylor U, I	42.8	32.1	27.1	20.0
Corpus Christi St U, IIA	35.0	28.4	23.4	—
U of Dallas, IIA	38.0	26.7	22.1	
Del Mar C, III	36.5	30.8	27.7	20.7
E Texas Baptist U, IIB	25.7	22.0	18.5	17.4
E Texas St U, IIA	38.1	30.8	24.6	20.7
Hardin-Simmons U, IIA	28.0	25.0	20.2	18.0
U of Houston				
U Park, I	46.8	36.7	27.1	22.2
Downtown, IIC	36.9	31.6	24.7	17.3

TEXAS—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Huston-Tillotson C, IIB	25.6	19.0	18.2	19.0
Jarvis Christian C, IIB	28.0	21.5	18.5	18.4
Lamar U, IIA	36.2	29.2	24.0	19.2
Laredo State U, III	36.3	31.2	26.1	—
Midwestern St U, IIA	37.1	29.1	24.5	16.3
North Texas St U, I	37.9	30.4	25.0	21.6
Our Lady of the Lake U, IIA	29.0	24.3	21.6	18.8
Rice U, I	48.3	36.6	27.4	24.4
Saint Mary's U, IIB	35.5	25.8	22.6	19.4
Saint Philip's C, III	—	30.3	28.3	24.1
U of Saint Thomas, IIA	36.6	24.6	21.7	—
San Antonio C, III	—	30.3	27.0	23.6
S Texas C of Law, IIC	53.4	42.0	34.6	
Southern Methodist U, I	46.8	33.3	26.8	
SW Texas St U, IIA	35.7	30.0	24.4	19.5
Southwestern U, IIB	30.2	29.4	25.6	—
Stephen Austin St U, IIA	36.1	28.9	24.6	20.3
Tarleton St U, IIA	33.6	28.6	24.5	19.6
U of Texas				
Arlington, IIA	40.8	31.1	25.3	—
Austin, I	45.5	31.1	27.1	18.9
Dallas, I	46.0	32.4	27.2	—
El Paso, IIA	37.1	30.7	24.7	19.3
Permian Basin, IIA	34.7	27.3	24.5	—
San Antonio, IIA	38.8	30.8	24.0	—
Tyler, IIA	34.5	28.4	23.5	20.5
Texas A&I U, IIA	33.8	27.4	24.3	18.0
Texas A&M U				
Main campus, I	42.5	32.7	26.5	19.2
Galveston, IIB	—	28.6	22.6	
Texas Christian U, I	42.5	32.0	26.2	20.3
Texas C, IIB	19.3	18.4	14.4	12.1
Texas Tech U, I	42.0	31.2	25.4	18.9
Texas Wesleyan C, IIB	27.7	24.6	22.4	—
Texas Woman's U, I	38.3	31.4	25.1	22.6
Trinity U, IIA	43.2	32.6	25.9	23.6
West Texas St U, IIA	34.5	28.5	24.0	19.5

UTAH

	Prof	Assoc Prof	Asst Prof	Inst
Dixie C, III	—	27.8	24.2	19.1
Snow C, III	30.0	26.3	22.2	19.8
Southern Utah St C, IIB	30.8	25.5	22.0	19.6
U of Utah, I	41.8	29.8	25.4	20.9
Utah St U, I	38.6	29.1	24.3	21.0
Weber St C, IIB	33.9	28.0	24.3	19.8
Westminster C of Salt Lake C, IIB	28.6	21.9	18.6	—

VERMONT

	Prof	Assoc Prof	Asst Prof	Inst
Castleton St C, IIB	28.4	25.9	22.5	20.9
Champlain C, III	27.7	21.9	21.4	15.8
Green Mountain C, III	21.4	—	17.8	—
Johnson St C, IIB	30.4	27.1	23.8	—
Lyndon St C, IIB	29.0	25.8	22.7	—
Middlebury C, IIB	45.0	30.0	23.8	21.2
Norwich U Military C, IIB	35.2	27.0	23.4	17.1
Saint Michael's C, IIA	31.8	24.9	20.9	
Trinity C, IIB	—	20.6	18.9	17.8
U of Vermont, I	40.8	31.0	24.8	19.3
Vermont C, III	25.6	24.1	20.4	
Vermont Tech C, III	28.2	24.9	22.4	—

VIRGINIA

	Prof	Assoc Prof	Asst Prof	Inst
Averett C, IIB	24.8	22.8	18.7	16.5
Blue Ridge CC, III	—	26.6	22.3	18.7
Bridgewater C, IIB	28.9	22.1	19.1	—
Central Va CC, III	28.9	25.9	22.8	—
Christopher Newport C, IIB	28.5	25.3	23.7	19.5
C of William & Mary, I	37.7	31.0	26.1	19.8
Richard Bland C, III	30.5	24.2	—	
Dabney S Lancaster CC, III	—	25.6	22.2	18.0
Danville CC, III	28.9	24.7	21.2	17.8
Eastern Mennonite C & Seminary, IIB	21.4	17.4	15.9	12.8
Eastern Shore CC, III	—	—	—	17.4
Emory & Henry C, IIB	28.5	24.6	21.7	20.0
Ferrum C, IIB	24.3	23.4	18.5	15.0
George Mason U, IIA	38.4	30.2	25.6	22.9
Germanna CC, III	—	—	22.0	17.5
Hampden-Sydney C, IIB	32.6	28.7	22.5	
Hollins C, IIB	37.1	28.8	22.0	—
James Madison U, IIA	32.9	27.5	23.8	19.8
J Sargeant Reynolds CC, III	27.4	24.9	21.5	18.6
John Tyler CC, III	27.6	25.3	21.8	18.5
Liberty Baptist C, IIB	27.4	23.8	20.9	17.0
Longwood C, IIB	30.6	27.2	22.1	21.3
Lord Fairfax CC, III	—	22.7	21.0	18.1
Mary Baldwin C, IIB	28.7	22.6	19.9	—
Mary Washington C, IIB	31.1	27.7	22.2	19.1
Marymount C of Va, IIB	28.3	28.3	22.5	—
Mountain Empire CC, III	—	24.2	20.8	18.2
New River CC, III	28.5	25.7	20.6	16.0
Northern Va CC, III	38.7	28.7	23.1	19.6
Old Dominion U, IIA	38.6	28.5	25.3	19.1
Patrick Henry CC, III	—	25.0	21.8	17.2
Paul D Camp CC, III	—	24.0	20.7	—
Piedmont Va CC, III	28.9	23.6	21.0	18.0
Protestant Episcopal Theol Sem in Va, IIC	34.8	—	—	
Radford U, IIA	35.1	27.2	23.2	18.6
Randolph-Macon C, IIB	28.7	27.3	21.9	—
Randolph-Macon Woman's C, IIB	32.8	28.4	21.1	—
Rappahannock CC, III	—	25.3	21.5	16.9
U of Richmond, IIA	40.3	31.6	24.9	18.3
Roanoke C, IIB	34.0	25.8	21.5	—
Saint Paul's C, IIB	21.8	19.8	—	15.7
Shenandoah C & Conser of Music, IIB	28.4	22.3	18.5	14.7
Southside Va CC, III	—	28.7	20.5	—
Southwest Va CC, III	27.1	26.2	22.2	18.7
Sweet Briar C, IIB	34.4	27.8	22.0	—
Thomas Nelson CC, III	27.7	24.9	21.9	17.9
Tidewater CC, III	28.7	24.8	21.2	18.1
Union Theol Sem, IIC	23.7	—		
U of Virginia				
Main campus, I	49.0	35.6	28.0	20.6
Clinch Valley C, IIB	29.4	23.8	20.7	—
Va Commonwealth U, I	37.8	30.9	26.6	20.3
Va Highlands CC, III	—	24.6	21.8	17.5
Virginia Military Inst, IIB	34.4	31.5	25.0	21.6
Virginia Poly Inst & St U, I	49.0	36.7	27.2	20.0
Virginia St U, IIA	31.4	27.2	23.3	19.4
Virginia Wesleyan C, IIB	28.9	28.2	20.1	19.1
Virginia Western CC, III	28.4	25.0	21.4	18.6
Washington & Lee U, IIB	40.1	30.7	27.1	18.6
Wytheville CC, III	27.8	24.8	21.0	—

Continued on Following Page

FACT-FILE—Continued

WASHINGTON

	Prof	Assoc Prof	Asst Prof	Inst
Eastern Wash U, IIA	32.7	28.7	22.0	—
Gonzaga U, IIA	37.2	28.1	22.0	—
Pacific Lutheran U, IIA	33.2	27.1	22.0	18.8
U of Puget Sound, IIA	35.9	28.6	23.2	19.1
Seattle Pacific U, IIB	30.9	26.5	23.1	19.6
Seattle U, IIA	33.7	27.5	23.1	21.3
U of Washington I	40.8	29.1	25.8	—
Washington St U, I	37.0	28.5	25.1	20.2
Western Wash U, IIA	36.1	30.1	25.0	
Whitman C, IIB	37.8	31.2	25.2	—
Whitworth C, IIB	31.6	26.0	21.2	18.5

WEST VIRGINIA

	Prof	Assoc Prof	Asst Prof	Inst
Alderson Broaddus C, IIB	—	22.1	17.9	15.8
Beckley C, III	19.3	—	—	18.5
U of Charleston, IIB	22.9	20.5	20.4	18.6
Concord C, IIB	27.8	22.9	19.7	15.7
Davis & Elkins C, IIB	26.2	21.6	20.3	16.8

WEST VIRGINIA—Continued

	Prof	Assoc Prof	Asst Prof	Inst
Fairmont St C, IIB	28.0	24.0	20.9	18.1
Glenville St C, IIB	25.6	23.4	20.2	18.4
Marshall U, IIA	29.6	26.3	21.7	16.9
Ohio Valley C, III		—	15.6	—
Parkersburg CC, III	26.0	22.1	18.3	16.0
Potomac St C of W Va U, III	26.7	23.4	19.3	15.9
Salem C, IIB	20.0	18.0	16.3	13.9
Shepherd C, IIB	29.3	24.5	22.2	19.1
Southern W Va CC, III	—	23.5	16.7	15.2
West Liberty St C, IIB	28.0	23.0	21.0	18.0
W Va C Grad Studies, IIC	32.8	29.7	—	—
West Va Inst of Tech, IIB	31.1	25.4	21.6	18.3
West Va Northern CC, III	24.6	20.8	18.1	14.7
West Virginia Sch of Osteopathic Med IIC	—	35.6	—	
West Virginia St C, IIB	27.9	23.6	20.9	18.1
West Virginia U, I	35.7	29.0	23.0	16.9
West Va Wesleyan C, IIB	26.8	22.8	19.4	—
Wheeling C, IIB	26.1	21.9	18.9	15.9

WISCONSIN

	Prof	Assoc Prof	Asst Prof	Inst
Alverno C, IIB	26.9	22.5	18.3	16.5
Beloit C, IIB	31.3	26.3	21.2	
Carroll C, IIB	32.0	28.1	24.1	
Carthage C, IIB	28.5	23.5	20.1	—
Edgewood C, IIB	23.3	19.8	17.2	
Inst Paper Chemistry, IIC	44.8	36.9	—	—
Lakeland C, IIB	24.3	—	17.4	—
Lawrence U, IIB	36.6	29.8	22.0	—
Marquette U, I	43.7	33.5	27.4	21.0
Milwaukee School of Engineering, IIB	32.8	27.1	23.3	19.2
Mount Mary C, IIB	—	23.4	19.5	15.7
Mount Senario C, IIB	21.6	17.4	15.4	—
Ripon C, IIB	34.0	26.2	21.1	—
Saint Norbert C, IIB	35.2	28.9	22.2	—
Viterbo C, IIB	—	24.0	20.0	18.1
U of Wisconsin				
Madison, I	39.5	28.8	25.9	—
Milwaukee, I	39.3	29.7	24.6	22.0

WISCONSIN—Continued

	Prof	Assoc Prof	Asst Prof	Inst
U of Wisconsin—Continued				
Eau Claire, IIA	33.8	26.9	23.3	21.0
Green Bay IIA	34.1	27.3	21.3	—
La Crosse, IIA	33.4	28.3	26.6	23.7
Oshkosh, IIA	33.6	28.4	24.6	21.2
Parkside, IIA	36.0	27.7	23.5	
Platteville IIA	32.1	28.1	24.9	—
River Falls, IIA	31.6	25.2	21.5	19.6
Stevens Point, IIA	32.0	26.2	23.2	19.4
Stout, IIA	32.2	26.7	22.9	20.5
Superior, IIA	34.4	26.0	22.0	—
Whitewater, IIA	33.4	26.1	24.3	21.0
Centers, III	29.6	24.8	20.9	17.6
Northwest CC, III	—	30.4	25.0	21.3

WYOMING

	Prof	Assoc Prof	Asst Prof	Inst
Western Wyoming CC, III	36.3	33.8	29.9	23.5
U of Wyoming, I	41.5	32.7	27.3	—

PUERTO RICO

	Prof	Assoc Prof	Asst Prof	Inst
Catholic U of Puerto Rico, IIB	16.0	12.8	10.1	8.4
Humacao U C, IIB	27.0	21.6	18.2	15.4
Inter American U of Puerto Rico, IIA	20.9	16.5	13.9	12.2
Ponce Tech U C, III	—	15.7	14.0	11.8
U of Puerto Rico				
Bayamon Tech U IIB	20.4	15.5	13.1	10.8
Cayey U C, IIB	26.0	21.8	17.2	11.6
Rio Piedras, IIA	27.2	21.5	17.9	14.5
U of the Sacred Heart, IIB	21.2	18.2	16.0	13.6

GUAM

	Prof	Assoc Prof	Asst Prof	Inst
U of Guam, IIA	34.9	26.5	23.9	18.8
Guam CC, III	24.1	24.0	20.1	17.2

2-Year Institutions Without Academic Ranks (Category IV)

ALABAMA

Alexander City St JC	25.2
Brewer St JC	24.8
Chattahoochee Valley St CC	25.0
Enterprise St JC	22.5
J H Faulkner St JC	25.2
Gadsden St JC	29.7
George C Wallace St CC	23.3
Dothan	25.6
Selma	25.4
Jefferson Davis St JC	23.4
Jefferson St JC	26.3
John C Calhoun St CC	25.5
Lurleen B Wallace St JC	23.1
Marion Military Inst	17.5
Northeast Alabama St JC	24.3
Patrick Henry St JC	24.4
S D Bishop St JC	23.4
Shelton St CC	26.3
Snead St JC	25.0
Southern Union St JC	24.0
Walker C	22.8

ARIZONA

Arizona Western C	24.9
Central Arizona C	28.9
Cochise C	24.1
Eastern Arizona C	23.6
Glendale CC	35.5
Maricopa Tech CC	33.9
Mesa CC	35.2
Mohave CC	23.7
Navajo CC	19.0
Pima CC	26.5
Phoenix C	36.1
Scottsdale CC	33.5
South Mountain CC	25.3
Yavapai C	28.1

ARKANSAS

Southern Arkansas U	
El Dorado	20.7
Tech	20.7

CALIFORNIA

Allan Hancock C	32.1
American River C	32.6
Siskiyou Joint CC District	30.2
Cosumnes River C	31.9
Feather River C	29.4
Glendale CC District	32.0
Monterey Peninsula CC	32.9
Sacramento City C	32.6
San Diego City C	29.4
San Diego Mesa C	30.5
San Diego Miramar C	27.9
San Joaquin Delta C	36.7
San Jose City C	34.0
Santa Barbara City C	29.4
Sierra CC	31.3
Siskiyou Joint CC District	30.2
Skyline C	35.4
Solano CC	33.3
Taft C	34.2
West Hills CC District	33.1

COLORADO

Aims CC	24.2
Arapahoe CC	24.1
Colorado Northwestern CC	27.6
Denver Auraria CC	23.7
Front Range CC	24.4
Red Rocks CC	24.2
Lamar CC	19.4
Morgan CC	22.1
Northeastern JC	23.7
Otero JC	22.7
Pikes Peak CC	24.1
Pueblo CC	21.2
Trinidad St JC	21.6

DELAWARE

Delaware Tech & CC	
Southern	25.5
Stanton-Wilmington	25.1
Terry	24.2

FLORIDA

Brevard CC	22.5
Broward CC	26.2
Central Florida CC	21.9
Chipola JC	24.3
Daytona Beach CC	23.8
Edison CC	20.1
Florida JC at Jacksonville	23.4
Florida Keys CC	20.1
Lake City CC	23.2
Lake-Sumter CC	22.5
North Florida JC	22.7
Okaloosa-Walton JC	28.6
Pasco-Hernando CC	17.2
Polk CC	22.6
Saint Johns River CC	19.3
Saint Petersburg JC	24.9
Santa Fe CC	23.8
Seminole CC	24.2
Tallahassee CC	26.3
Valencia CC	25.1

GEORGIA

Dekalb CC	26.8
Emmanuel C	15.4
Phillips C	11.1
Truett McConnell C	17.1

HAWAII

Honolulu CC	25.4
Kapiolani CC	27.3
Kauai CC	24.3
Leeward CC	26.7
Maui CC	25.4
Windward CC	25.0

IDAHO

North Idaho C	25.1

ILLINOIS

Belleville Area C	32.0
Carl Sandburg C	23.1
C of Lake County	30.8
Danville Area CC	24.9
Elgin CC	27.3
Highland CC	25.5
Illinois Eastern CC's	24.1
Illinois Valley CC	26.4
John A Logan C	28.1
John Wood CC	18.2
Kaskaskia C	22.3
Kishwaukee C	22.7
Lake Land CC	23.1
Lincoln C	19.7
Lincoln Land CC	27.7
McHenry County C	25.8
Mallinckrodt C	14.1
Midstate C	14.0
Moraine Valley CC	28.2
Morrison Inst of Tech	15.9
Parkland C	28.0
Rend Lake C	28.1
Rock Valley C	25.1
Shawnee C	19.1
Southeastern Illinois C	21.9
Spoon River C	26.0
Springfield C	17.8
Thornton CC	31.4
Waubonsee CC	28.2

INDIANA

Indiana Voc-Tech C	17.2

IOWA

Des Moines Area CC	22.3
Eastern Iowa CC District	20.1
Ellsworth CC	22.5
Hawkeye Inst of Tech	20.3
Indian Hills CC	19.1
Iowa Lakes CC	21.4
Kirkwood CC	21.0
Marshalltown CC	21.9
Mount Saint Clare C	20.1
North Iowa Area CC	24.9
Northwest Iowa Tech C	19.2
Open Bible C	12.4
Southeastern CC	22.1
Western Iowa Tech CC	20.4

KANSAS

Allen County CC	20.6
Barton County CC	21.4
Butler County CC	22.7
Central C	15.3
Coffeyville CC	21.2
Colby CC	21.5
Cowley County CC	23.7
Fort Scott CC	18.5
Garden City CC	22.9
Haskell Indian JC	25.1
Hesston C	16.5
Highland CC	20.4
Hutchinson CC	24.4
Independence CC	22.5
Johnson County CC	26.6
Kansas City CC	22.1
Labette CC	23.3
Neosho County CC	23.4
Pratt CC	20.1
Seward County CC	21.6

KENTUCKY

Draughon's C	11.0
Lindsey Wilson C	18.2
Midway C	16.7
Saint Catharine C	12.9
Sullivan JC of Business	15.0
Watterson C	12.9

LOUISIANA

Bossier Parish CC	21.8
Saint Bernard Parish CC	22.9

MAINE

Andover C	11.7
Eastern Me Voc & Tech Inst	20.7
Northern Me Voc & Tech Inst	21.2
Southern Me Voc & Tech Inst	21.9
Westbrook C	18.4

MASSACHUSETTS

Aquinas JC	
Milton	19.3
Newton	20.0
Blue Hills Tech Inst	28.5
Mount Ida JC	15.3
Quincy JC	26.7

MICHIGAN

Alpena CC	29.0
Grand Rapids JC	31.0
Mid Michigan CC	22.9
Montcalm CC	26.9
Schoolcraft C	30.9
Suomi C	21.2

MINNESOTA

Anoka Ramsey CC	27.7
Austin CC	30.8
Bethany Lutheran C	23.9
Brainerd CC	29.2

MINNESOTA—Continued

Fergus Falls CC	30.1
Arrowhead CC Region	27.2
Inver Hills CC	28.0
Lakewood CC	29.9
Minneapolis CC	28.3
Normandale CC	28.5
North Hennepin CC	28.7
Northland CC	29.7
Rochester CC	27.7
Willmar CC	29.6
Worthington CC	27.3

MISSISSIPPI

Coahoma JC	17.6
Copiah-Lincoln JC	17.1
East Central JC	18.7
Hinds JC District	
Hinds	19.4
Utica	20.2
Holmes JC	18.1
Itawamba JC	18.7
Jones County JC	19.9
Meridian JC	19.8
Mississippi Delta JC	19.5
Northeast Miss JC	19.3
Wood JC	13.3

MISSOURI

Crowder C	18.4
East Central C	22.7
Jefferson C	21.8
Longview CC	28.3
Maple Woods CC	28.2
Mineral Area C	21.5
Moberly JC	18.1
Penn Valley CC	27.5
Pioneer CC	17.8
State Fair CC	17.0
Three Rivers CC	18.3
Trenton JC	18.0

MONTANA

Miles CC	24.4

NEBRASKA

Central CC	21.5
Metropolitan Tech CC	20.0
Mid-Plains CC Area	23.9
Northeast Tech CC	20.6
Southeast CC	19.8
Western Tech CC Area	21.6

NEW MEXICO

New Mexico JC	28.6

NEW YORK

JC of Albany	20.7

NORTH CAROLINA

Anson Tech C	15.3
Asheville-Buncombe Tech C	20.7
Beaufort County CC	18.3
Blue Ridge Tech C	19.6
Brunswick Tech C	18.5
Carteret Tech C	16.3
Catawba Valley Tech C	21.3
Central Carolina Tech C	20.0
Coastal Carolina CC	19.4
Craven CC	19.4
Edgecombe Tech C	18.0
Fayetteville Tech Inst	21.7
Forsyth Tech Inst	20.9
Gaston C	19.6
Guilford Tech CC	20.7
Halifax CC	18.4

N CAROLINA—Continued

Haywood Tech C	18.4
Isothermal CC	18.8
Johnston Tech C	18.0
Lees-Mcrae C	17.6
Lenoir CC	18.7
McDowell Tech C	17.5
Martin CC	19.7
Mayland Tech C	18.4
Mitchell CC	18.2
Montgomery Tech C	18.3
Montreat-Anderson C	18.9
Nash Tech Inst	19.1
Pitt CC	20.2
Randolph Tech C	17.7
Richmond Tech C	21.4
Roanoke-Chowan Tech C	18.6
Robeson Tech C	20.1
Sandhills CC	20.3
Southeastern CC	17.0
Stanly Tech C	18.9
Technical C of Alamance	20.2
Tri-County CC	15.1
Vance-Granville CC	19.0
Wake Tech C	19.6
Warren Wilson C	13.6
Wayne CC	19.6
Wilkes CC	20.6
Wilson County Tech Inst	17.5

NORTH DAKOTA

Bismarck JC	25.2
ND St Sch of Science	24.1
ND St U at Bottineau	22.7
Standing Rock C	18.9

OHIO

Cincinnati Tech C	25.0
Columbus Tech Inst	23.1
Hocking Tech C	20.3
Lakeland CC	31.3
Marion Tech C	23.9
Miami-Jacobs JC of Business	11.0
Northwest Tech C	20.6
Southern Ohio C	13.8
Terra Tech C	20.8

OKLAHOMA

Carl Albert JC	24.2
Rogers St C	23.0
Connors St C	24.6
Eastern Oklahoma St C	24.0
El Reno JC	25.3
Murray St C	22.7
Northeastern Okla A&M C	24.2
Northern Oklahoma C	23.3
Okla St U Sch of Tech Training	23.2
Okla C of Business & Tech	14.0
Rose St C	24.5
Saint Gregory's C	21.2
Sayre JC	22.4
Seminole JC	23.3
Oklahoma City CC	24.8
Tulsa JC	24.5
Western Oklahoma St C	23.4

OREGON

Bassist C	12.5
Blue Mountain CC	26.6
Chemeketa CC	27.2
Clackamas CC	24.5
Clatsop CC	25.0
Lane County CC	27.4
Linn-Benton CC	25.0
Portland CC	26.1
Rogue CC	22.2
Treasure Valley CC	23.2
Umpqua CC	25.2

SOUTH CAROLINA

Aiken Tech C	22.7
Anderson C	20.0
Beaufort Tech C	20.4
Chesterfield-Marlboro Tech	22.7
Clinton JC	9.0
Denmark Tech C	17.7
Florence-Darlington Tech C	19.6
Greenville Tech C	24.8
Horry-Georgetown Tech C	19.5
Midlands Tech C	21.8
Orangeburg Calhoun Tech C	19.7
Piedmont Tech C	19.0
Rutledge C	10.6
Spartanburg Methodist C	18.6
Spartanburg Tech C	19.8
Sumter Area Tech C	18.9
Tri-County Tech C	19.5
Trident Tech C	20.0
York Tech C	19.4

SOUTH DAKOTA

National C	19.0
Oglala Lakota C	20.2
Presentation C	18.5

TENNESSEE

Cleveland St CC	24.0
Free Will Baptist Bible C	18.5
Hiwassee C	16.3

TEXAS

Blinn C	28.5
Brookhaven C	32.0
Cedar Valley C	30.8
C of the Mainland	27.2
Eastfield C	34.2
El Centro C	30.7
El Paso County CC	25.0
Houston CC	23.6
Mountain View C	33.4
Paris JC	22.5
Richland C	33.4
Texas St Tech Inst	20.6
Waco	22.9

UTAH

C of Eastern Utah	23.2
Utah Tech C-Provo	24.4
Salt Lake	23.8

VIRGINIA

Inst of Textile Tech	30.9
Southern Sem JC	17.3

WASHINGTON

Bellevue CC	28.3
Columbia Basin C	25.5
CC of Spokane	25.6
Cornish Inst	13.7
Edmonds CC	26.0
Grays Harbor C	27.2
Highline CC	25.9
North Seattle CC	26.6
Peninsula C	26.3
Seattle Central CC	26.7
Skagit Valley C	26.0
South Seattle CC	26.4
Tacoma CC	30.2
Whatcom CC	23.7
Yakima Valley CC	27.8

WISCONSIN

District One Tech Inst	28.2
Nicolet C & Tech Inst	28.5

WYOMING

Casper C	27.3
Eastern Wyoming C	24.4

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

ACRL University Library Statistics, 1983-1984: A Compilation of Statistics from Eighty-six Non-ARL University Libraries, by Sandy Whiteley (Association of College and Research Libraries, 50 East Huron Street, Chicago 60611; 57 pages; $12 prepaid for A.C.R.L. members, $15 prepaid for nonmembers).

Better Résumés for College Graduates, by Adele Lewis (Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797; 154 pages; $6.95, plus $1.50 for shipping).

Chronicle Four-Year College Databook, 1984 edition (Chronicle Guidance Publications, Moravia, N.Y. 13118; 446 pages; $15.50, plus $1.55 for shipping, prepaid). Gives information on more than 2,050 colleges and universities that offer degrees at the undergraduate, graduate, and professional levels.

Chronicle Student Aid Annual, 1984 edition (Chronicle Guidance Publications, Moravia, N.Y. 13118; 365 pages; $16.50, plus $1.65 for shipping, prepaid). Contains information on financial-aid programs offered nationally and regionally.

Chronicle Two-Year College Databook, 1984 edition (Chronicle Guidance Publications, Moravia, N.Y. 13118; 350 pages; $14.45, plus $1.45 for shipping, prepaid). Lists information on more than 2,570 colleges and universities that offer associate, occupational, and transfer programs.

Chronicle Vocational School Manual, 1984 edition (Chronicle Guidance Publications, Moravia, N.Y. 13118; 271 pages; $14, plus $1.40 for shipping, prepaid). Discusses vocational-education programs at the postsecondary level in the United States, Guam, and Puerto Rico.

Ethics, Education, and Administrative Decisions: A Book of Readings, edited by Peter Andre Sola (Peter Lang Publishing, 34 East 39th Street, New York 10016; 358 pages; $38.60 prepaid). A collection of essays that include discussion of ethical issues relating to higher-education administration.

Impact and Challenges of a Changing Federal Role (New Directions for Institutional Research, No. 48), edited by Virginia Ann Hodgkinson (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 83 pages; $8.95 prepaid). Contains essays on how federal policy toward higher education has changed during the Reagan Administration.

Self-Directed Learning: From Theory to Practice (New Directions for Continuing Education, No. 25), edited by Stephen Brookfield (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 94 pages; $8.95 prepaid).

Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance, by Edward M. White (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 304 pages; $15.95 prepaid).

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News Summary

Articles on inside pages

Military history is gaining academic acceptance, but it faces problems of overspecialization, some scholars warn. Story on Page 7.

Animal-rights activists have staged what is believed to be the largest raid ever on a university research facility. Story on Page 3.

South Africa could provide student activists with "the issue of the 80's," say long-time observers of campus protests. Story on Page 15.

Meharry Medical College, a predominantly black institution in Nashville, is moving to end long-standing financial and accreditation problems. Story on Page 16.

A budget plan approved last week by the White House and Senate Republicans drew strong attacks from college and university leaders. Story on Page 21.

The Pentagon will award $9-million to a consortium of institutions for computer research that could be used in the "Star Wars" defense system. Story on Page 21.

Purchasing officers say their importance on campuses is often overlooked. Story on Page 27.

Spring football practice has come under increasing criticism as a symbol of overemphasis on athletics. Story on Page 31.

A University of Europe is being proposed by a group of French academics. Story on Page 35.

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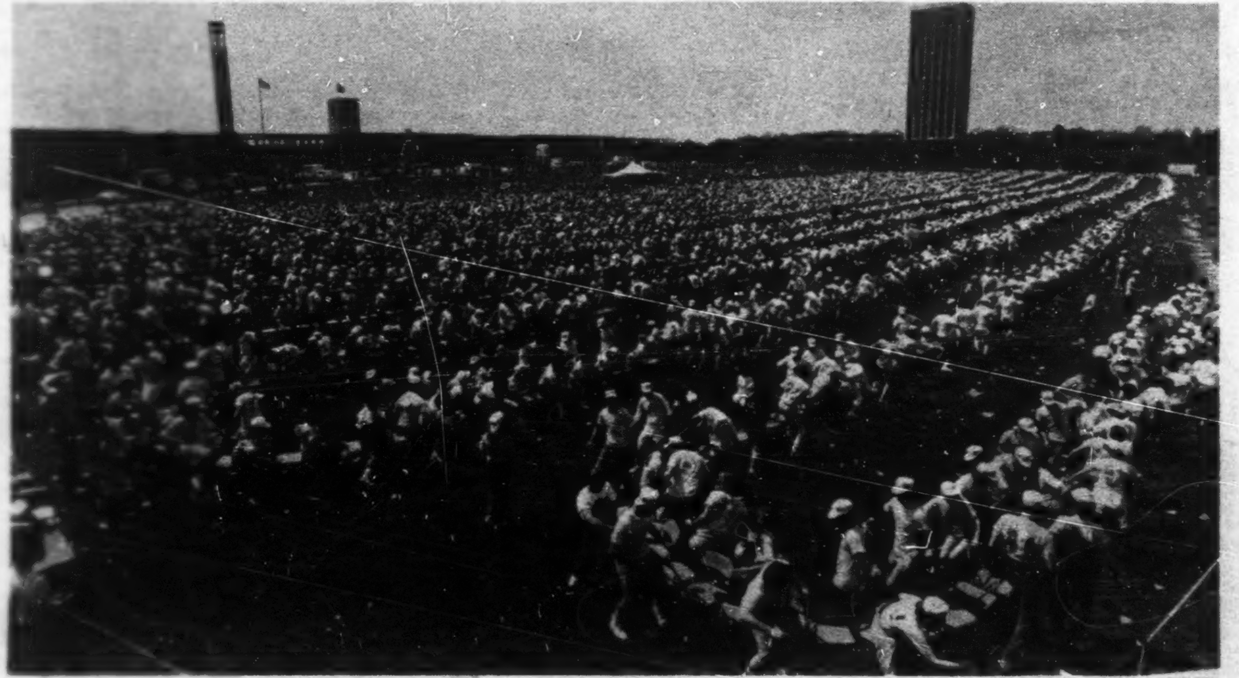
AT SUNY ALBANY, WORLD'S LARGEST GAME OF MUSICAL CHAIRS


RAY HOY

State University of New York at Albany fields 5,060 players to set the world's record for the largest game of musical chairs. For the exciting end of the contest, see "In Brief," Page 2.

2 Groups of Historians Vote to Divest Stocks as Protest Against Apartheid

MINNEAPOLIS

The executive board of the Organization of American Historians has unanimously passed a resolution requiring the association to sell its stocks in companies doing business in white-ruled South Africa.

Following the board's vote at the annual meeting of the association here, the Society for Historians of American Foreign Relations, an affiliated group meeting with the O.A.H., adopted a similar resolution.

Members of the O.A.H. board said the two groups were the first national, professional organizations of scholars to protest the South African policy of apartheid by refusing to hold stock in companies operating in South Africa. However, officers of several other scholarly associations said they, too, might take up similar resolutions.

Cullom Davis, professor of history at Sagamon State University and treasurer of the O.A.H., said the association's investment portfolio was valued at just under $300,000, with roughly $80,000 in stocks or bonds of corporations operating in South Africa. The resolution said the holdings must be sold within two years.

"We're not talking about large amounts of money," said Eric Foner, a professor of history at Columbia University and the board member who proposed the resolution. "Scholarly organizations do not have large endowments, and divesting stock is not going to mean I.B.M., or other compa-

Continued on Page 13, Column 5

'Mixed Signals' from Her Board of Regents Caused Head of Florida's System to Resign After 4 Years

By SCOTT HELLER

Barbara W. Newell, the outgoing chancellor of the State University System of Florida, held her post for more than four years, about as long as her immediate predecessor and not all that much less than the one before that.

Why, then, has her departure been called "a sad commentary on Florida's educational politics"? Why have newspaper editorials bemoaned the loss of a "a needed worldliness" that she brought to a "parochial" system?

When she was appointed in December 1980, Ms. Newell was the first woman in the country to head a multi-campus state university system. Her salary—$97,790—made her the highest-paid woman on Florida's state payroll. As chancellor, she earned $22,000 more than Gov. Robert Graham.

She was praised for impeccable credentials, including seven years as president of Wellesley College and two years as the U.S. ambassador to the United Nations Educational, Scientific, and Cultural Organization.

Yet Ms. Newell's resignation in March, spurred by what she called "mixed signals" from the system's board of regents, has prompted much self-examination and a

Continued on Page 19, Column 1

Higher Salaries Go to Professors in Faculty Unions

By JEAN EVANGELAUF

Faculty members at public colleges and universities with collective bargaining earn more, on average, than their counterparts on non-unionized campuses, the College and University Personnel Association has found.

That is the case in all disciplines surveyed with the exception of four—agribusiness, architecture and environmental design, business and management, and engineering.

In two new studies on 1984-85 faculty salaries by discipline and rank—one for public institutions and one for private ones—the personnel association said that market forces continued to affect salary levels.

Those hired last fall as assistant professors are earning substantially more than average if they are in fields where academe must compete for talent with private industry.

In accounting, for example, newly hired assistant professors at public institutions are earning about $29,500—25 per cent more than the average of $23,590 for all disciplines combined.

In contrast, new assistant professors of education at public institutions are earning about $22,600—4 per cent below the overall average.

At private institutions, the pattern is similar, although new assistant professors earn less, on average, than their counterparts at public institutions. For all disci-

Continued on Page 30, Column 4

FACT-FILE

Average Faculty Salaries by Rank in Selected Fields, 1984-85

272 Public Institutions

	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting	$39,844	$33,290	$28,355	$29,547	$21,632	$31,222
Agribusiness and agricultural production	33,511	28,086	23,798	—	16,902	27,793
Anthropology	35,461	29,378	23,633	22,308	24,486	30,859
Architecture and environmental design	34,527	30,463	25,345	—	—	29,033
Area and ethnic studies	36,155	30,938	25,316	24,177	—	30,380
Audiology and speech pathology	36,519	29,093	23,936	22,491	19,872	28,692
Business administration and management	38,075	31,835	27,017	27,262	20,348	30,385
Business and management	38,665	32,174	27,996	28,502	21,086	30,906
Business economics	38,161	31,193	26,606	26,946	20,937	31,222
Chemistry	35,869	29,106	23,280	22,335	17,940	31,281
Communications	35,044	28,584	23,560	22,975	19,046	26,966
Communications technologies	32,950	28,855	23,601	—	18,102	26,283
Computer and information science	37,912	32,860	27,747	26,985	21,716	29,817
Curriculum and instruction	35,574	29,770	24,195	23,054	19,605	30,100
Dramatic arts	36,648	27,981	22,732	22,139	18,648	27,519
Education	35,590	29,152	24,232	22,612	18,700	30,156
Education administration	35,821	29,346	23,538	22,937	—	32,356
Engineering	39,321	32,643	28,572	28,904	23,341	33,440
Fine arts	34,175	27,344	22,937	20,960	18,926	28,323
Foreign languages	35,691	28,709	23,517	21,042	18,925	28,747
Geography	35,857	28,729	24,277	21,442	21,058	30,582
Geological sciences	36,332	28,990	24,476	24,386	19,886	30,706
History	35,635	28,918	23,613	19,568	19,281	31,664
Home economics	35,205	28,628	23,679	22,496	19,048	26,101
Industrial-arts education	35,557	29,001	24,887	23,719	19,896	28,071
Letters	35,160	28,361	22,883	20,382	17,645	27,910
Library and archival sciences	36,326	28,616	23,736	21,545	19,253	25,987
Life sciences	35,053	28,749	23,705	22,000	19,122	30,522
Mathematics	36,094	29,601	24,536	23,556	18,398	28,836
Multi-interdisciplinary studies	36,236	29,607	23,508	—	19,189	29,360
Music	34,605	28,211	22,963	21,358	19,488	28,135
Nursing	35,600	28,855	23,634	23,188	19,684	24,522
Philosophy and religion	35,698	28,503	22,852	21,070	19,955	30,227
Physical education	35,004	29,014	24,596	21,604	20,189	27,410
Physical science	34,685	28,914	23,529	22,305	17,257	29,063
Physics	36,532	29,530	24,715	23,169	19,411	31,846
Political science	35,727	28,744	23,525	21,229	20,569	30,233
Psychology	35,819	28,966	23,634	21,592	19,409	30,524
Reading education	34,870	27,288	23,869	—	18,247	28,473
Secretarial and related programs	34,761	27,960	23,537	24,532	18,355	26,544
Social sciences	34,393	28,091	23,190	22,285	17,851	28,156
Sociology	36,048	28,668	23,665	22,089	18,937	29,383
Special education	35,150	28,662	23,545	21,334	19,727	28,809
Student counseling and personnel services	35,423	28,452	23,845	22,445	20,031	31,073
Teacher education, general programs	34,102	28,392	23,925	21,904	18,857	29,673
Theology	—	—	—	—	—	—
Visual and performing arts	33,826	27,727	22,886	21,498	19,807	27,223
All major fields	**$35,840**	**$29,329**	**$24,439**	**$23,590**	**$19,656**	**$29,343**

451 Private Institutions

	Professor	Associate professor	Assistant professor*	New assistant professor	Instructor	All ranks
Accounting	$40,518	$32,867	$26,829	$27,011	$20,738	$30,692
Agribusiness and agricultural production	33,084	27,136	22,657	—	—	26,824
Anthropology	40,202	29,377	23,094	—	—	30,506
Architecture and environmental design	39,774	30,426	24,440	—	—	32,095
Area and ethnic studies	42,469	31,550	24,258	—	—	33,694
Audiology and speech pathology	35,611	28,127	22,825	—	19,620	26,804
Business administration and management	41,010	32,370	26,098	27,021	19,973	30,559
Business and management	44,433	33,626	27,581	27,258	21,452	32,970
Business economics	39,923	30,816	25,202	24,285	19,980	30,099
Chemistry	38,067	27,151	22,817	22,274	16,199	31,288
Communications	33,221	27,429	21,917	20,676	17,347	25,287
Communications technologies	33,260	29,131	22,999	23,022	18,078	24,090
Computer and information science	40,620	32,058	26,708	26,956	21,356	29,742
Curriculum and instruction	36,393	28,404	25,543	—	—	30,852
Dramatic arts	34,814	26,301	21,715	19,415	17,900	25,562
Education	33,510	26,955	21,675	20,510	16,600	26,720
Education administration	35,948	25,332	21,583	—	21,347	26,329
Engineering	47,353	35,792	30,837	30,309	22,586	39,649
Fine arts	33,854	26,129	21,132	19,619	17,504	25,996
Foreign languages	35,278	27,173	21,797	19,964	17,844	27,031
Geography	35,263	28,892	23,142	—	—	29,211
Geological sciences	42,398	31,330	25,024	—	—	34,990
History	35,228	27,331	21,774	20,200	17,943	29,562
Home economics	32,652	24,240	20,968	—	17,643	22,425
Industrial-arts education	—	—	—	—	—	—
Letters	34,741	26,631	21,452	19,092	17,170	27,341
Library and archival sciences	37,202	26,911	21,240	—	17,100	24,314
Life sciences	37,268	28,706	23,695	20,803	16,300	30,186
Mathematics	39,125	28,166	22,891	22,579	17,886	29,109
Multi-interdisciplinary studies	35,614	28,481	23,057	—	19,328	28,012
Music	32,171	25,043	20,678	19,470	17,366	25,285
Nursing	33,722	26,832	21,684	21,463	17,882	22,647
Philosophy and religion	33,231	26,545	21,650	19,976	17,060	27,671
Physical education	32,154	26,389	21,740	20,302	18,516	23,892
Physical science	41,927	27,559	24,756	24,621	19,764	32,932
Physics	41,385	29,217	24,216	22,998	22,067	34,618
Political science	38,281	27,989	22,262	21,172	17,647	29,488
Psychology	36,275	27,089	21,534	20,998	16,911	28,371
Reading education	—	26,063	19,606	—	14,833	21,032
Secretarial and related programs	—	23,724	18,729	—	14,998	18,907
Social sciences	40,757	27,587	23,070	21,958	16,051	30,118
Sociology	36,077	26,617	21,479	20,176	17,737	27,124
Special education	34,527	26,881	21,249	—	16,754	25,184
Student counseling and personnel services	34,043	27,606	22,117	—	—	27,293
Teacher education, general programs	29,625	25,306	20,788	19,581	17,062	24,499
Theology	32,729	27,026	21,942	20,890	17,824	27,563
Visual and performing arts	34,398	26,884	22,096	21,251	17,680	26,684
All major fields	**$37,715**	**$28,431**	**$23,253**	**$22,705**	**$18,386**	**$29,005**

Note: Data are based on reports from 272 public institutions that are members of the American Association of State Colleges and Universities and from 451 private colleges and universities.

* Includes data for new assistant professors

— Indicates fewer than 10 positions in a rank or fewer than 50 of all ranks. The data are included in the averages for all ranks and for all fields.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Classroom: Adopting the Principles Used in Coaching Football Players

Continued from Page 27

always shows dramatic improvement.

"It's the most remarkable teaching device I have discovered," she adds. "It's useful because it trains for analytical observation of film material and it provides a context in which writing skills can be developed."

•

The principles involved in football coaching—regular practice, one-on-one sessions, and collaboration among players—can work for educators, too, says Linc. Fisch, a visiting professor of mathematics at Eastern Kentucky University.

By adapting such principles to the classroom, he says, he has generated more enthusiasm for mathematics and helped students improve their skills.

Mr. Fisch likes to think of himself as a "coach" in the classroom. The metaphor, which he applies in his statistics and calculus classes, has meant that students learn by doing and receive immediate feedback on their performance, he says.

"The first thing about athletics is that you don't start off with a long lecture on the history and philosophy of the subject," Mr. Fisch explains. "You just dig right into it."

On the first day of his introductory statistics course, he says, "I randomly pick 11 people and ask them to line up by height. Then I give them a card for their rank," he explains. "Then they rearrange themselves according to weight and I give them another card for rank. We apply a formula and find that weight and height are correlated."

Mr. Fisch says, "This is a good exercise because it shows students about correlation and it's something they can do at the very beginning."

Generally, he says, "about two days after the first exercise, my students ask me when we're going to be doing something fun like that again."

Applying the idea of regular practices, Mr. Fisch has reduced the number of long examinations and begun to give frequent quizzes, usually every other day.

In addition to being a more effective way to monitor students' progress, Mr. Fisch says, "quizzes give them a fighting chance of correcting their mistakes." He asks students who are having trouble in class to attend special "coaching" sessions in his office.

"By meeting with small groups or individuals, I can give them the reinforcement they may not get in the classroom and can point out good things," he says.

Since he can't work with everyone individually, Mr. Fisch encourages students to work on problems in groups outside of class.

"Football obviously isn't mathematics," he says. "But there are some strategies, when used judiciously, that work and make sense."

—LIZ McMILLEN

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

John Carroll University: A Century of Service, by Donald P. Gavin (Kent State University Press, Kent, Ohio 44242; 582 pages; $27.50, plus $1.50 for shipping).

Life After Shakespeare: Careers for Liberal Arts Majors, by Manuel Flores-Esteves (Penguin Books, 40 West 23rd Street, New York 10010; 143 pages; $6.95, plus $1 for shipping).

None of the Above: Behind the Myth of Scholastic Aptitude, by David Owen (Houghton Mifflin Company, 2 Park Street, Boston 02108; 352 pages; $16.95, plus $1 for shipping).

Higher Salaries Go to Professors in Faculty Unions, Study Finds

Continued from Page 1

plines at private colleges and universities, the average salary at that rank is $22,705.

The salary figures, which exclude fringe benefits and summer-school earnings, are for full-time faculty members who have nine- or ten-month contracts.

By rank, the average salaries for those at public institutions with and without collective bargaining are as follows:

	Collective bargaining	
	With	Without
Professor	$37,043	$34,964
Associate	30,251	28,820
Assistant	24,870	24,239
New assistant	22,611	24,036
Instructor	20,189	19,491
All ranks	31,061	28,391

One-third of the public institutions surveyed had collective bargaining. Because few of the private colleges surveyed did, those figures were not reported separately.

The figures for public institutions were based on salaries of 60,831 faculty members at 272 institutions that are members of the American Association of State Colleges and Universities, which co-sponsored the study. The private-institution figures covered salaries of 42,568 faculty members at 451 colleges and universities, most of which are members of the American Council on Education.

The salaries were reported by campus administrators. Appalachian State University provided support for both studies.

Although this was the fourth salary survey conducted by the personnel association, it was the first to include collective-bargaining information. Because the institutions and disciplines surveyed change each year, results from different years should not be compared.

The reports include the percentages of faculty members in each rank who hold tenure, and the highest and lowest salaries reported in each category.

Each report contains a list of participating institutions.

The 1984-85 reports are available from the College and University Personnel Association, Suite 120, 11 Dupont Circle, Washington 20036. The price of each is $10 for association members and $20 for non-members.

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THE CHRONICLE of Higher Education.

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Volume XXX, Number 11

News Summary

Articles on inside pages

Irish studies is a burgeoning field, no longer considered simply a chapter in the history or literature of England. Story on Page 7.

The federal government has announced a new policy setting forth more stringent standards for the treatment of laboratory animals. Story on Page 10.

The company that has sold the most big computers to universities is now concentrating on higher education's need for computer networks. Story on Page 17.

Foundations are being asked to reaffirm their commitment to the arts, especially through support for innovative and experimental work. Story on Page 20.

College lobbyists have sent federal lawmakers their proposals, in precise "legislative language," for rewriting the Higher Education Act of 1965. Story on Page 25.

Many U.S. colleges are offering toll-free telephone services. Story on Page 31.

Delegates to the N.C.A.A.'s special convention next month will vote on 12 proposals to change association rules. Story on Page 35.

Bir Zeit University was allowed to reopen its new campus last week after a two-month closure ordered by Israeli military authorities. Story on Page 39.

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'I DIDN'T KNOW ENGLISH'

Florida Campuses Struggle to Cope with Influx of Refugees from Cuba

By GAYNELLE EVANS

MIAMI

In halting English, Elvira Merino tells of her 14-hour boat escape in 1980 from Mariel, Cuba—and of the life she left behind. When she speaks of her frustration over trying to learn a new language and adapt to a new culture, her voice turns wistful.

"I can't go back to my country," says Mrs. Merino, 27, who has just completed an "intensive English" program at Florida International University. "I have to live here. But to hear people talk and don't understand them. . . ." Mrs. Merino pauses, searching for the correct English words. "In Cuba, I had the security of my own culture and language."

Mrs. Merino's 6-year-old daughter, Nina, who has been in this country five years, corrects her mother's English. "I learn from her," Mrs. Merino laughs. But Mrs. Merino is serious about improving her language skills enough to complete here the baccalaureate degree that she began in Cuba.

"I studied all the time in Cuba, but here I couldn't, because I didn't know English," she says.

The number of Hispanics in the State University System of Florida has increased by 65 per cent since 1980, when Premier Fidel Castro allowed some 125,000 Cubans to leave the country through the harbor in Mariel. During that time, hundreds of boats left Miami to pick up the refugees, and hundreds of other boats departed directly from the island, already filled with people. An

Continued on Page 22, Column 1

JOHN C. PHILLIPS

"In Cuba, I had the security of my own culture and language," says refugee Elvira Merino.

Colleges Explore Innovative Ways to Invest Funds

Institutions trying techniques that are sophisticated, risky

By LAWRENCE BIEMILLER

Innovative methods of institutional financing—many of them highly sophisticated and some of them moderately risky—are attracting the attention of a broader spectrum of colleges and universities.

Such methods include real-estate development, unconventional investments, tax-exempt and non-traditional borrowing arrangements, for-profit subsidiary corporations, partnerships with commercial enterprises, and agreements that provide tax benefits to individuals or corporations in return for various types of contributions.

"The financial condition of colleges is very rapidly changing," says Dan C. West, president of Arkansas College. "It's leveling off or actually decreasing. So we must start thinking about supplementing the traditional sources of income, because they will not provide enough."

Becoming Entrepreneurial

Although some of the nation's wealthiest private universities have been taking advantage of a variety of financial opportunities for years, observers say, only recently have a number of the more adventuresome small and medium-sized private institutions, as well as some public universities, begun investigating possibilities beyond traditional stock and bond markets markets.

Many such institutions are "becoming in a sense entrepreneurial by trying to develop assets that are presently undervalued or are not liquid," says Joseph P. O'Neill, executive director of the Conference of Small Private Colleges.

"A large number of institutions, especially the bigger ones, have become deeply involved in real-estate development," he says, explaining that real-estate prices were escalating during the late 1970's as inflation was taking its toll on endowment funds invested in stocks and bonds.

One measure of the interest institutions

Continued on Page 24, Column 1

Bill to Overturn Court's Sex-Bias Ruling Imperiled by Amendments, Exemptions

By CHERYL M. FIELDS

WASHINGTON

A bill to nullify the Supreme Court's Grove City College ruling faces an uncertain future in the House of Representatives because of proposed amendments on abortion and exemptions for church-related colleges.

House sponsors of the civil-rights legislation say they have not given up hope of passing it, but they acknowledge that the amendments could threaten the measure.

Last year the House easily passed a similar bill, but it died in the Senate after determined opposition by the Reagan Administration and other conservative opponents who charged that it would greatly expand the coverage of civil-rights laws.

Approval Had Been Expected

This year many supporters had again been anticipating relatively easy passage in the House.

But now several Republican Congressmen are sponsoring anti-abortion amendments as well as amendments that would expand the number of church-related colleges that would fall under the exemption for religiously controlled institutions already contained in Title IX of the Education Amendments of 1972.

Title IX bars sex bias in federally assisted educational programs and activities. The Supreme Court ruled last year, in a case involving Grove City College, that the

Continued on Page 27, Column 1

Bitter Ideological Dispute in South Africa Splits 2 Major Groups of Black Students

By HELEN ZILLE

CAPE TOWN

South Africa's two major black student organizations have been drawn into a bitter black-versus-black feud among ideologically divergent political groups opposed to apartheid.

In recent weeks the differences between supporters of the United Democratic Front, known as U.D.F., and the Azanian People's Organization, called AZAPO, have degenerated into bloody clashes throughout the country. Azania is the name given to South Africa by opponents of the white minority government.

The confrontations have worried many opponents of apartheid who say that divisions in their movement simply play into the hands of the government.

During a confrontation at the University of the North, a black institution near Pietersburg in the Northern Transvaal, two AZAPO supporters were severely beaten

Continued on Page 40, Column 1

FACT-FILE

1983-84 Holdings of Research Libraries in U.S., Canada

University libraries †	Overall rank ‡	Volumes in library	Volumes added	Current serials	Spending for materials*	Spending for salaries*
Harvard U.	1	10,707,266	140,026	101,000	$7,067,186	$14,932,919
U. of California at Los Angeles	2	5,150,678	181,341	80,507	5,210,844	10,793,321
U. of California at Berkeley	3	6,504,230	167,929	99,582	4,920,756	12,668,406
Yale U.	4	8,044,765	164,740	66,309	4,387,200	9,829,300
Stanford U.**	5	5,177,088	136,017	47,316	5,351,514	12,182,214
U. of Texas	6	5,209,536	151,887	67,371	6,468,425	8,904,523
U. of Illinois	7	6,615,550	203,602	93,913	4,389,205	7,454,359
U. of Toronto	8	5,040,357	183,607	43,205	4,491,332	12,125,112
Columbia U.	9	5,377,006	91,574	61,167	3,711,320	8,632,528
U. of Michigan	10	5,661,789	91,005	62,298	4,180,888	7,728,190
Cornell U.	11	4,769,127	104,478	54,461	4,236,515	7,134,332
U. of Wisconsin	12	4,390,437	108,688	48,275	4,061,698	7,707,695
U. of Washington	13	4,296,319	127,270	39,619	3,248,484	7,176,541
U. of Minnesota	14	4,127,796	90,394	45,946	3,663,283	7,381,432
Ohio State U.	15	3,892,249	112,430	28,594	4,172,343	6,567,337
Princeton U.	16	3,636,334	117,072	39,361	3,296,773	6,354,252
U. of North Carolina**	17	3,062,737	109,878	40,747	3,845,460	5,465,352
U. of British Columbia	18	2,350,101	87,891	34,689	3,245,061	8,327,502
Indiana U.	19	4,241,777	126,587	29,122	3,503,907	5,861,779
Pennsylvania St. U.**	20	2,530,401	127,463	25,870	3,205,349	6,204,596
U. of Arizona	21	2,937,183	83,476	32,892	3,639,771	4,519,463
U. of Chicago	22	4,794,104	105,743	45,978	2,549,954	5,143,550
U. of California at Davis	23	1,910,374	83,224	48,115	3,482,744	5,063,549
U. of Pennsylvania	24	3,193,015	72,039	29,716	2,501,022	5,439,189
U. of Virginia	25	2,622,969	72,905	21,652	3,104,587	4,860,478
Rutgers U.**	26	2,140,698	57,388	22,196	3,054,407	6,958,896
U. of Alberta	27	2,398,709	82,149	20,354	2,684,510	7,263,243
Howard U.	28	1,364,158	68,405	21,453	4,781,220	5,701,115
New York U.	29	2,815,357	58,887	29,454	3,060,203	5,703,954
U. of Georgia	30	2,316,499	90,409	49,599	3,095,473	3,545,825
Northwestern U.	31	3,044,725	71,625	25,571	2,583,419	5,119,859
U. of Southern Cal.	32	2,332,214	81,365	38,598	2,924,593	4,753,431
Michigan State U.	33	2,992,904	94,206	20,121	2,431,985	4,426,539
Duke U.	34	3,381,760	81,068	30,103	3,157,168	4,622,469
Arizona State U.	35	1,912,141	81,812	23,007	2,852,184	3,784,404
U. of Kansas	36	2,398,702	75,024	28,720	2,833,007	3,879,284
State U. of New York at Buffalo	37	2,250,226	68,985	22,660	2,376,963	4,108,764
U. of Iowa	38	2,578,059	83,379	30,807	3,079,409	3,557,539
U. of Florida	39	2,416,520	67,047	24,056	2,276,279	3,880,191
U. of Pittsburgh	40	2,552,031	73,900	20,012	2,259,739	4,552,928
U. of California at San Diego	41	1,632,472	64,238	29,852	2,727,372	4,399,744
Texas A&M U.	42	1,540,910	66,230	17,900	3,129,443	3,698,256
Johns Hopkins U.	43	2,432,253	38,681	17,267	2,268,077	4,028,646
Louisiana State U.	44	2,084,449	67,084	23,193	2,887,651	3,180,417
U. of California at Santa Barbara	45	1,583,613	50,695	20,237	2,312,738	4,309,717
U: of Maryland	46	1,622,626	45,448	19,357	2,446,071	4,392,360
U. of Hawaii	47	1,950,795	35,949	33,889	2,005,032	3,776,557
Syracuse U.	48	2,122,453	56,580	21,616	2,131,135	3,172,877
Massachusetts Inst. of Technology	49	1,947,072	40,698	20,318	1,733,853	4,231,341
U. of Houston	50	1,408,740	48,656	25,464	2,239,019	3,463,135
U. of Kentucky	51	1,928,058	33,426	31,257	2,167,235	3,084,574
Boston U.	52	1,495,764	45,772	26,517	2,240,239	3,258,959
McGill U.	53	2,236,653	57,164	14,438	2,115,875	5,667,221
U. of Western Ontario	54	1,541,178	79,537	18,473	2,495,359	4,413,011
U. of Cincinnati	55	1,415,841	44,818	18,525	2,207,972	4,320,271
Georgetown U.	56	1,466,066	58,847	19,143	2,261,105	3,841,563
Wayne State U.	57	1,996,618	55,270	16,138	2,373,566	3,793,920
Virginia Polytechnic Institute and St. U.	58	1,442,663	50,927	23,000	2,240,600	2,489,600
Washington U. (Mo.)	59	1,989,816	36,769	15,358	2,208,036	3,012,056
U. of Missouri	60	2,206,104	45,817	19,298	2,034,687	2,643,164
U. of Connecticut	61	1,865,136	63,925	17,166	$2,026,615	$3,552,625
U. of Rochester	62	1,969,702	54,787	12,829	1,945,796	3,114,233
York U.**	63	1,490,736	54,590	19,442	1,969,909	3,546,909
Emory U.	64	1,833,919	44,524	17,239	2,322,809	3,013,621
U. of Miami	65	1,474,762	30,180	20,030	1,930,878	3,205,558
Southern Illinois U.	66	1,800,076	43,709	19,977	1,905,635	3,402,234
Washington St. U.	67	1,364,073	37,464	32,778	1,960,750	2,903,668
Purdue U.	68	1,593,668	55,606	17,194	1,904,368	3,275,969
U. of South Carolina	69	2,059,709	54,618	17,001	1,847,574	2,580,804
Iowa State U.	70	1,553,830	55,551	20,309	2,427,101	2,742,757
Brigham Young U.	71	1,680,288	54,990	16,513	n/a	n/a
Brown U.	72	1,919,415	45,970	14,708	1,988,542	2,901,883
State U. of New York at Stony Brook	73	1,424,923	50,823	17,996	2,020,032	3,059,079
U. of California at Irvine	74	1,120,910	52,547	15,729	2,495,468	3,300,285
Vanderbilt U.	75	1,567,217	50,179	16,029	1,882,801	2,897,501
U. of Utah	76	2,076,366	30,569	14,335	1,911,763	2,616,190
U. of Colorado	77	2,009,696	37,524	21,333	1,958,223	3,128,335
Temple U.	78	1,787,130	44,535	14,401	1,558,746	3,481,630
U. of Nebraska	79	1,573,923	50,793	19,136	1,761,679	2,170,649
Tulane U.	80	1,528,875	50,872	14,573	2,214,143	2,583,943
U. of Manitoba	81	1,324,128	44,399	11,793	1,698,117	4,089,657
North Carolina St U.	82	1,138,120	45,396	17,833	2,188,156	2,568,603
U. of Oklahoma	83	2,032,620	59,067	16,621	1,856,568	2,519,924
Georgia Inst. of Tecn.	84	1,780,028	118,469	28,215	1,227,678	1,582,832
U. of Tennessee	85	1,483,318	34,580	17,592	1,594,032	2,703,270
U. of Massachusetts	86	2,002,460	63,627	13,507	1,618,871	3,285,742
U. of Delaware	87	1,615,047	60,965	18,608	2,432,455	1,990,542
Queen's U.	88	1,543,643	48,047	14,248	1,995,906	3,027,799
McMaster U.	89	1,352,332	55,367	14,181	2,351,990	2,970,914
U. of Oregon	90	1,639,745	52,868	17,208	2,220,282	2,658,740
Florida State U.	91	1,578,811	29,501	20,686	1,465,151	2,477,870
U. of Waterloo	92	1,331,751	53,652	16,968	1,825,957	3,323,974
Dartmouth C.	93	1,558,380	41,382	19,101	1,768,360	2,225,893
U. of California at Riverside	94	1,161,431	39,919	13,201	1,726,632	2,641,310
U. of Alabama	95	1,569,141	47,801	13,076	2,261,340	1,698,128
State U. of New York at Albany	96	1,094,005	31,510	16,108	1,643,821	2,290,522
U. of New Mexico	97	1,170,411	44,364	9,687	1,609,539	2,366,797
Colorado State U.	98	1,401,844	44,894	16,079	1,527,806	2,372,304
U. of Saskatchewan	99	1,168,036	43,366	9,577	1,742,748	3,109,104
U. of Guelph	100	1,486,558	74,086	9,618	1,563,705	2,633,965
U. of Notre Dame	101	1,576,606	32,654	12,703	1,441,330	1,964,014
Kent State U.	102	1,523,774	39,591	8,852	825,629	2,633,104
Rice U.	103	1,189,015	42,438	10,630	1,544,340	1,983,219
Oklahoma State U.	104	1,370,164	23,286	14,702	1,197,704	1,604,345
Case Western Reserve U.	105	1,446,600	14,040	10,322	1,355,131	2,282,160

Nonuniversity libraries	Volumes in library	Volumes added	Current serials	Spending for materials*	Spending for salaries*
Boston Public Library	5,188,589	141,910	14,557	$1.703,131	$8,095,406
Canada Institute for Scientific and Technical Information Ottawa, Ontario	1,849,200	79,900	27,000	5,770,134	4,796,780
Center for Research Libraries, Chicago	3,464,622	19,355	30,540	874,882	1,047,731
Library of Congress, Washington	20,107,066	218,000	150,000	7,505,129	139,000,000
Linda Hall Library, Kansas City, Mo.	568,900	24,800	16,444	974,793	840,129
National Agricultural Library, Beltsville, Md.	1,828,615	32,221	26,000	1,200,000	4,700,000
National Library of Canada, Ottawa, Ontario	977,678	47,403	29,341	1,809,273	12,511,407
National Library of Medicine, Bethesda, Md.	1,706,553	38,976	23,111	2,165,000	10,337,000
Newberry Library, Chicago	1,380,586	8,677	6,200	248,873	1,896,332
New York Public Library, New York	5,762,912	162,099	29,905	3,235,266	9,910,992
New York State Library, Albany, N.Y.	1,910,510	30,095	19,133	1,648,900	3,458,935
Smithsonian Institution, Washington	963,260	35,785	20,976	798,830	2,738,400

† Institutions are asked to report figures for their main campus only, unless a branch campus is indicated.

‡ Based on an index developed by the Association of Research Libraries for quantitative comparisons. The index takes into account volumes held; gross number of volumes added; microforms held; current serials received; expenditures for library materials, binding, salaries and wages, other operating costs; and number of professional and nonprofessional staff members.

* Figures for Canadian libraries are expressed in U.S. dollars.

n/a Data not available.

** Includes branch campuses as well as the main campus.

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

Research Librarians' Salaries Outpace Inflation for Third Consecutive Year

By JEAN EVANGELAUF

The median salary of a librarian at a research university is $26,100 this academic year, up 4.6 per cent over 1983-84, the Association of Research Libraries has reported.

This is the third consecutive year that salary increases have outpaced inflation.

Library directors are earning an average of $63,427, with individual salaries ranging from $42,000 to $100,000 or more, according to the report of the association's annual salary survey. The average salaries of associate and assistant directors are $45,219 and $40,166, respectively.

The report, which is based on data from 104 university research libraries in the United States and Canada, includes salary information for 24 professional job categories.

The study also includes a ranking of the libraries into 10 groups, based on median salaries. In the top group, with median salaries ranging from about $33,000 to $36,000, are the Berkeley, Davis, Irvine, Los Angeles, and Santa Barbara campuses of the University of California, and Rutgers and Stanford Universities.

Over all, 37 per cent of the university librarians are men. However, they hold the top administrative positions in disproportionate numbers, accounting for 80 per cent of the directors, 48 per cent of the associate directors, and 52 per cent of the assistant directors.

The salary figures show that when the number of years of job experience are considered, men earn more than women. For example, men with four to seven years of experience earn about 6 per cent more than women with comparable experience.

Among other statistics:

► The median starting salary for a beginning librarian is $16,500.

► Heads of reference departments earn an average of $31,515, while the heads of the cataloging and acquisitions departments earn $32,889, and $30,990, respectively.

► Nearly 10 per cent of the professional staff members at the U.S. university libraries surveyed are members of minority groups.

► Librarians at private institutions earn 2.6 per cent more than those at public institutions in the United States.

Over all, the 104 university libraries surveyed employ 7,161 professional staff members.

Professionals account for one-quarter of the total staff of the typical research library, according to another association study, *ARL Statistics 1983-84*. Student assistants account for another quarter, and the rest are non-professional staff members. From 1974-75 to 1983-84, the share of library budgets going to salaries declined from 58 per cent to 53 per cent, according to *ARL Statistics*. The share spent on library materials increased from 31 per cent to 33 per cent, while the share for expenditures on other items increased from 11 per cent to 14 per cent.

The figures on 10-year changes are based on data from 84 libraries. The salary figures are for staff members working in main university libraries, excluding law and medical libraries.

ARL Salary Survey, 1984 and *ARL Statistics 1983-84*, are available from the Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington 20036. The price of each is $8 for association members and $10 for others.

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News Summary

Articles on inside pages

Romance novels are not as reactionary as many feminists have charged, a professor at the University of Pennsylvania argues in a new book. Story on Page 5.

The Sea Semester offers students an intensive 12-week course in marine science and seamanship. Story on Page 12.

Lawmakers are sifting through pages of recommendations on how the Higher Education Act should be revised. Story on Page 23.

President Reagan reportedly has backed off from several proposed revisions in the tax code that drew sharp criticism from colleges. Story on Page 23.

The controversial chairman of the advisory council of the National Institute of Education has resigned, calling the agency a "malevolent enterprise." Story on Page 23.

The basketball program at Memphis State University, already under fire for alleged links to gamblers, was criticized last week by the N.A.A.C.P. Story on Page 31.

François Mitterrand, President of France, has endorsed the establishment of an "open university" to provide a national system of continuing education. Story on Page 35.

Scandals involving "off-shore" medical schools have not hurt the enrollment of Americans at Mexico's Autonomous University of Guadalajara. Story on Page 35.

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FOE OF APARTHEID HONORED AT COMMENCEMENT

WIDE WORLD

New York's Gov. Mario Cuomo, left, greets South African Bishop Desmond Tutu before both men received honorary degrees from the U. of Rochester. A behind-the-scenes view of ceremonies at Beloit College begins on Page 27.

Business Schools Urged to Alter Curricula, Train Managers to Cope with Change

By JEAN EVANGELAUF

WASHINGTON

University business schools must revamp their curricula to train managers who are more broadly educated, flexible enough to cope with change, and better able to communicate, a group of corporate and academic leaders says in a report being released this week.

Such managers are needed to deal with the international scope of economic activity, the radical changes in production techniques, the increasing number of women and minority-group members in the work force, and the growing public insistence on corporate accountability, says the Business–Higher Education Forum.

The forum, which is affiliated with the American Council on Education, comprises top officials of 52 corporations and 42 colleges and universities.

Communications Skills Stressed

In addition to reforming their curricula, business schools should review their promotion policies and strengthen their career-counseling services, the panel says.

The core curriculum at most business schools should be expanded from the basics of marketing, finance, production, and accounting to include the political, environmental, ethical, and technological aspects of management, the report says.

Business schools should seek to insure that their graduates are competent in oral and written communication, even if the students entered business programs with poor communications skills, the panel says. "This extraordinary challenge cannot be effectively implemented merely by special courses in communications skills alone," the report says. "It requires efforts by all faculty in every course."

Too few business schools teach the in-

Continued on Page 18, Column 1

Johns Hopkins Medical School Abandons Test

Fighting 'pre-med syndrome' among applicants, it says

By LAWRENCE BIÉMILLER

BALTIMORE

The Johns Hopkins University, in what its administrators say is an effort to combat "pre-med syndrome," has decided to abandon a requirement that students seeking admission to its medical school take the standardized Medical College Admission Test.

The school's dean, Richard S. Ross, said he hoped other institutions would also "make the M.C.A.T. optional and send a powerful signal that medical schools mean what they say about wanting applicants with a broad general education."

The six-part M.C.A.T., which is sponsored by the Association of American Medical Colleges, measures students' knowledge of biology, chemistry, and physics, in addition to testing their skills at reading, problem-solving, and quantitative analysis.

Science at Expense of Humanities

Johns Hopkins officials said too many college students attempted to improve their performance on the test by taking science courses at the expense of those in the humanities, by avoiding extracurricular activities, and by otherwise shortchanging themselves in their undergraduate years.

"They know that the higher the M.C.A.T. score, the more likely is the student to be admitted to medical schools," said Dr. Ross. "Furthermore, they believe that the more science the student takes, the higher will be his M.C.A.T. score. Therefore, no matter what the schools say about the need for broad general education, the students will take more science."

Dr. Ross's criticisms echoed those of a

Continued on Page 18, Column 1

STANFORD TRUSTEES PRESSED ON INVESTMENTS

STANFORD TRUSTEES
YOU CAN MAKE A DIFFERENCE

EDWARD W. SOUZA, STANFORD UNIVERSITY

Despite widespread protests demanding that trustees cease investing university funds in companies that do business in South Africa, few institutions have actually done so. Above, one such protest at Stanford U. See Page 16.

28 Pct. in Survey Say Alcohol Problems Have Decreased

By ZOË INGALLS

A surprisingly large number of college officials believe that alcohol-related problems on their campuses are decreasing, according to a study by two student-affairs administrators.

The study found that while 30 per cent of the administrators surveyed believed that alcohol-related problems had increased, almost as many—28 per cent—believe they had decreased.

The findings ran counter to the generally accepted view that drinking and alcohol abuse by students are on the rise.

More than half the administrators said they believed the minimum legal drinking age should be 21 or higher, while about one-quarter preferred a minimum age of 18.

The "College Alcohol Survey" was conducted by David S. Anderson, director of the department of residence life at Ohio University, and Angelo F. Gadaleto, director of the counseling center at Radford University, who sent questionnaires to 330 colleges. Officials at 202 colleges—61 per cent—completed and returned the questionnaires.

88 Pct. Have Programs

The 1985 survey repeated many of the questions asked in similar surveys conducted in 1979 and 1982, also by Mr. Anderson and Mr. Gadaleto.

Among the other findings:

► Eighty-eight per cent of the administrators said there were alcohol-education and prevention programs on their campuses, compared to 79 per cent in 1982. Forty-eight per cent of the institutions have designated someone as an alcohol-education specialist—up from 14 per cent in 1979.

► Sixty-four per cent of the institutions have a task force or committee whose focus is alcohol education and prevention—up from 37 per cent in 1979.

► Eighty-six per cent of the administrators said their institutions required an alternative, non-alcoholic beverage at public functions when alcohol is served—up from 54 per cent in 1979—and 71 per cent said food must be served at such functions—up from 24 per cent.

► Only 13 per cent of the administrators said their institutions permitted the advertising of alcohol as the primary focus of an event—down from 49 per cent in 1979.

► When a student is having trouble academically, alcohol is involved, on the average, 29 per cent of the time. Similarly, alcohol is involved about 21 per cent of the time when a student drops out.

► When drinking is involved in an infraction of the university's rules, the sanctions applied include an alcohol-education program at 55 per cent of the colleges surveyed. The sanctions are more stringent for alcohol-related cases than for others at 31 per cent of the colleges.

► Student residence-hall advisers are trained to deal with students who have drinking problems at 69 per cent of the colleges.

The most negative effects of laws increasing the legal drinking age to 21 will be drinking in uncontrolled settings, such as private parties, and the use of false identification by underage students to purchase alcohol, the administrators said. On the positive side, 35 per cent said they believed that a drinking age of 21 would reduce abusive drinking, 46 per cent thought it would make students drink less often, and 52 per cent believed it would reduce drunken driving.

How College Administrators' Views on Alcohol Have Changed in 6 Years

	1979	1985
A non-alcoholic beverage is required at public functions at which alcohol is served.	54%	86%
Food must be served at public functions at which alcohol is served.	24%	71%
It is permissible for alcohol to be advertised as the primary focus of an event.	49%	13%
Campus has alcohol-education and abuse-prevention efforts.	69%	88%
Campus has a group effort, such as a task force or committee, that focuses on alcohol-education issues.	37%	64%
Campus has an individual designated to serve as alcohol-education coordinator.	14%	48%
Over the last several years, alcohol-related problems on the campus have:		
Increased	54%	30%
Remained the same	39%	42%
Decreased	7%	28%

How administrators think students would be affected by raising the legal drinking age to 21

	Great increase	Some increase	No effect	Some decrease	Great decrease
Abusive drinking	5%	20%	40%	33%	2%
Frequency of drinking	3%	9%	42%	42%	4%
Drunk driving	4%	23%	21%	45%	7%
Drinking in uncontrolled settings (private meetings)	32%	35%	21%	11%	1%
Use of false identification to purchase alcohol	35%	42%	16%	5%	2%
Use of marijuana	4%	21%	72%	3%	0%
Use of drugs other than marijuana	2%	20%	74%	3%	1%
Academic success	1%	31%	61%	6%	1%
Retention of students	1%	27%	63%	9%	0%
Alcohol-education and abuse-prevention efforts on the campus	8%	39%	38%	15%	0%

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cepted the university's offer, the spokesman said last week, and they are expected to remain on the campus until sometime in July. Temple's spring semester had ended when the MOVE episode began, he said.

Rodin Sculpture Stolen from Stanford Museum

A small sculpture by August Rodin valued at $2,500 has been stolen from the Stanford University Museum of Art, campus police reported last week.

The 18-inch high sculpture, "Jean de Fiennes," was taken by cutting a cable attached to it. The theft took place during construction in the museum at a time when security had been reduced.

Student Expelled by MIT Sues for $1-Million

A doctoral student in civil engineering at the Massachusetts Institute of Technology who was expelled after a fight with another student has sued the institute for $1-million.

In a suit filed in Middlesex Superior Court, Jeffrey W. Buckholz charged M.I.T. with arbitrary and unfair expulsion and 10 other violations of his rights.

The suit alleged that M.I.T. went ahead with the expulsion after Mr. Buckholz and the other student had reached a settlement in the incident and criminal charges against Mr. Buckholz had been dropped.

M.I.T. officials declined to comment.

Notes

Rochester Institute of Technology, which took over Eisenhower College in 1979 in an unsuccessful effort to save it, has turned over the 286-acre campus to the U.S. government in return for forgiveness of $9-million in federal loans to the college. . . . Morehouse School of Medicine, one of three black medical schools in the country, had its accreditation upgraded from "provisional" to "full" by the Liaison Committee on Medical Education, several days before the 21 members of its first graduating class received their degrees.

New York U. Will Create Its Own Alumni Office, Eliminate Financial Aid to Independent Group

NEW YORK

Officials of New York University and its independent alumni association have worked out a preliminary agreement that calls for substantial changes in the association's functions and its relationship with the university, including the elimination of all financial support.

Beginning September 1, the N.Y.U. Alumni Federation, which has been responsible for general alumni fund-raising and alumni affairs for the university since 1925, will concentrate on raising funds only for special projects. In addition, the university will end its financial support of the federation, which this year amounted to $2.7-million in money and services, according to a memorandum from the university's president and trustees to members of the federation's board.

The university will establish its own alumni office, which along with the deans of the various colleges and schools, will conduct general fund-raising and alumni-relations activities.

Naomi Levine, the university's vice-president for external affairs, said the changes had come about because "there was a general feeling by the university that the deans and colleges could play a more effective role in alumni relations and fund-raising."

Earlier in the year, the university requested that the federation give up its autonomy and that the director of the federation report to the president, to "provide for improved accountability" and "better oversight of the administration of activities that use the name of New York University," according to the memorandum.

Rather than agree to that request, the federation opted to "become operationally independent from the university" by September 1, the beginning of a new fiscal year.

The Alumni Federation and the university plan to make a joint public announcement of the changes to alumni next month.

—ZOË INGALLS

Notes on . . .

Foreign Languages

Public four-year colleges and universities in Virginia should require foreign languages for both admission and graduation, according to a panel that has completed an 18-month study of the teaching of foreign languages in state institutions.

The Task Force on Foreign Languages, appointed in 1983 by Virginia's Council of Higher Education, said institutions of higher education should require entering students to have taken either two years of each of two foreign languages or, preferably, three years of one foreign language. For graduation, it recommended that the colleges require two years of a foreign language for all students in bachelor's-degree programs.

In a report submitted this month to the council, the panel said that "a few senior colleges require foreign-language study for all students, but most require it only of the dwindling minority of students enrolled in the bachelor of arts degree."

Of public two-year colleges, it said, "A few—mostly those serving urban, mobile, affluent, and highly educated populations—provide an excellent variety of foreign language offerings. Most, however, either significantly downgrade foreign-language study in their curricula or ignore the discipline altogether."

Among other things, the panel recommended that:

► "A multi-cultural and international perspective be incorporated not only in the lower-level foreign language curriculum but also in all curricula in Virginia's public institutions."

► "One or more center(s) of excellence in foreign-language instruction be established to support the continued improvement and vitality of the foreign-language disciplines."

The group said state colleges must "join the national trend toward increased emphasis on foreign-language study. They must adopt and publicize foreign-language requirements for entrance and graduation.

"More offerings of less traditional languages will be needed, and the foreign-language programs will have to articulate with the secondary schools, business, and industry."

The 14-member panel was chaired by Jack Kolbert, chairman of the division of humanities and social sciences at Piedmont Virginia Community College, and John E. Molnar, coordinator of institutional approval and library planning at the state Council of Higher Education.

■

A consortium has been established for educators, researchers, and business people interested in using advanced technologies in the teaching of foreign languages.

Known as the Computer Assisted Language Learning and Instruction Consortium—CALICO—the group will serve as a clearinghouse for information on such issues as course development and machine-assisted translation.

Information on the consortium may be obtained from CALICO, 3078 JKHB, Brigham Young University, Provo, Utah 84602.

—MALCOLM G. SCULLY

Despite Protests, Few Governing Boards Have Voted to Eliminate Holdings

By ROBERT L. JACOBSON

For all the protests in recent years aimed at persuading colleges and universities to eliminate their investments in companies that do business in South Africa, relatively few governing boards have decided to divest—or even to consider formally what the financial consequences of such a step might be for their institutions.

Indeed, the coordinator of a national information center for college trustees, Linda E. Henderson, says she has not received any inquiries on South Africa-related issues in at least six months, including the latest period of campus unrest.

"It has not been a hot issue," says Ms. Henderson, who works for the Association of Governing Boards of Universities and Colleges. She says the reason may be that many boards already have policies on "social responsibility" and investing, developed during the last big wave of anti-apartheid demonstrations in the 1970's, and that they consider the matter settled.

During and since that earlier period, an estimated 75 to 100 colleges and universities adopted policies specifically concerned with South Africa-related investments. Many of those institutions have urged companies in which they hold stock to comply with the Sullivan Principles, a voluntary fair-employment code for operations in South Africa, and some have adopted policies of "selective divestment," saying they will pull their money out of individual companies that do not adequately adhere to the code or that otherwise violate certain standards—for instance, by selling equipment to the South African military or police.

An opponent of apartheid wants to blacklist coaches who recruit South African athletes. Story on Page 31.

The idea behind selective divestment, observes James A. Shoop, director of college relations at Carleton College, is "prudent divestment—don't take a bath. You just don't go out and dump the stock."

But contrary to what many protesters have been demanding, the overwhelming majority of U. S. colleges and universities have taken no steps to get rid of their South Africa-related holdings—if they have examined the issue at all—and some academic leaders are wary.

'Getting Up to Speed'

The American Council on Education, reflecting a sense that the recent "upsurge" in campus demonstrations is likely to spread, has compiled descriptions of divestment policies or related actions at 18 colleges and universities as a guide for board members and chief executives at other institutions who "may soon confront these issues."

Elaine H. El-Khawas, the A.C.E.'s vice-president for policy analysis and research, says it assumes that many institutions are "going to want to get up to speed on this very quickly."

The most common approach by boards that have formally addressed the subject, the council reports, is to "reject political motivations for their actions and affirm the premise that colleges should not benefit from corporate practices that cause substantial social injury." But most of the policies also note that the institutions are "in the business of education," the council adds; that their welfare is "primary"; and that "the fiduciary responsibilities of trustees should govern all actions."

The latest protests, involving dozens of institutions, have challenged such policies anew, forcing trustees and campus officials to rethink their positions. As before, the debate encompasses a series of complex questions—political, moral, and financial.

For example, even if a majority of a board's members are as opposed to South Africa's policy of racial separation as are the thousands of students and others who have been calling for full divestment on ethical grounds, is that fact a sufficient or proper basis for formal board action?

What would be the practical effect of divestment on the companies whose stock is being sold—or on South Africa? And what about the generally accepted principle that college and university endowments should be invested to produce the greatest possible return within prudent standards of risk-taking?

Emphasis on Financial Aspects

Although such questions have been around for about as long as governing boards have had money to invest in multinational firms, in the current climate of increased awareness and protest over South Africa there is a new emphasis on financial considerations.

Specifically, some proponents of full divestment are saying that—apart from the moral and political dimensions—such a step can be relatively safe and even financially profitable for the institutions that adopt it.

Since 1977, according to the American Committee on Africa, a nonprofit organization that supports the independence of African people, 11 U.S. institutions of higher education and two student organizations have voted to end all their investments in companies or banks doing business in South Africa.

About 20 states and municipal governments also have joined the divestment movement, generally focusing on publicly controlled pension funds.

Speaking of higher education, Joshua F. Nessen, student coordinator of the American Committee on Africa, says categorically, "No institution that has divested has lost money." He also points to a recent assertion by an official of the Mitchell Investment Management Company of Cambridge, Mass., that "an investment policy incorporating ethical and moral responsibilities need not have an adverse effect on fund performance."

The analyst, Marcy M. Murninghan, president of Mitchell's Social Investment Services Division, told a faculty-sponsored meeting at Columbia University last month that the average earnings of the 30 companies that were most highly rated for the degree of their compliance with the Sullivan Principles trailed the investment gains of Standard & Poor's 500-stock index for the 12 months ending last March 31 by 1.75 points—11.75 per cent, compared with 13.5 per cent for the S & P.

In the same period, Ms. Murninghan said, Columbia's own investments in South Africa-related stocks gained 8.94 per cent, while a separate group of more than 300 medium- and large-scale companies with no connections in South Africa increased their earnings by 22.9 per cent.

Thus, from a financial perspective, Ms. Murninghan concludes, colleges and universities might well find "more attractive investment opportunities" in companies that do not operate in South Africa than in those that do.

Another financial argument in support of divestment, says a report by the Africa Fund in association with the American Committee on Africa, is that unrest in South Africa itself is jeopardizing American investments there.

"It is simply not prudent to invest large sums of money in such a destabilized political situation," the report maintains. "The risk of losing one's investment increases with each day."

Theodore Brown, a high-school history teacher and researcher on corporate responsibility and investment matters, wrote that section of the report. He concluded from a study of "two different portfolios with comparable quality and liquidity"—one consisting of South Africa-related stocks and the other having none—that the divested portfolio "substantially outperforms its counterpart with slightly higher but probably irrelevant risk."

Several other investment studies point in the opposite direction, however, suggesting that full divestment can lead to considerable losses, especially for institutions with large portfolios. About a third of the corporations that make up the S & P 500 are involved in South Africa, and some analysts caution that excluding all of them would force investors into less-diversified portfolios comprising smaller and riskier stocks.

In that view, investors with assets of at least $50-million—a group that includes 90 of the 206 colleges and universities whose endowments were surveyed last year by the National Association of College and University Business Officers—would be in the greatest danger of serious losses.

Still other analysts insist that there isn't enough evidence yet—one way or the other—for any definite conclusions about the financial consequences of divestment.

"There really isn't a lot of good data on it—there is more heat than light," says Sophie M. Korczyk, senior research associate at the Employee Benefit Research Institute, a tax-exempt trade association.

At the University of Michigan, which has sold most of its stocks in South Africa-related companies, Norman Herbert, the investment manager, also is skeptical about the evidence to date.

"I'm not persuaded that there are enough money managers yet who have demonstrated the ability to manage a portfolio without representation of [South Africa-related] companies," he says. "There hasn't been a lot done on that. There are some studies now that go back a few years. There are managers who indicate they can do it. But from a historical perspective, there are few who have in fact done it."

Michigan's board of regents, which has made a partial divestment, is contesting a 1982 state law requiring it to make a total divestment. The board says the law violates its autonomy under the state constitution.

Effect 'Difficult to Quantify'

In a recent analysis of nine "major divestment studies" between 1978 and 1984, the Investor Responsibility Research Center reached the overall conclusion that "divestment will have a detrimental effect over the long term on portfolio performance." However, while the center called that its "most important" finding, it added several qualifications.

It said the effect of divestment was "difficult to quantify with any degree of accuracy" and would vary in its severity according to the style of a particular investment manager and the value of the equity portion of a given portfolio.

Moreover, the center said, "while we looked for quantitative estimates of investment costs whenever possible, we found few in which we had complete confidence."

The analysis said it was generally clear that large, actively managed portfolios stood to suffer the most from full divestment, and that the costs of doing so were "potentially substantial." But it also concluded that the costs "can be reduced, perhaps to a significant extent," through different management techniques.

The center, a not-for-profit organization established in 1972, includes several dozen colleges and universities among its 190 clients.

One institution that has been cited as an example of how full divestment can be profitable is Michigan State University, which sold about $7.2-million in South-Africa related stocks in 1979-80. According to Nancy Elliott Craig, the university's director of investments and trusts, a comparison of the value of replacement stocks with those it had sold

Divestments by 42 Institutions of Higher Education

NEW YORK

Since 1977, according to the American Committee on Africa, a nonprofit organization that supports the "struggle for independence" of African people, 13 U.S. institutions of higher education—including two student organizations—have voted to sell or withdraw all their investments in companies or banks doing business in South Africa.

At least 29 colleges and universities have made partial divestments.

Although dollar amounts have not been reported in all cases, the combined value of investments sold or withdrawn by several dozen of the institutions is more than $211-million.

Following are the institutions listed by the committee, the approximate reported value of their divestments, and the years in which they were made.

Full Divestment

	Value of Divestment	Year
Antioch University	—	1978
City University of New York	$7,050,000	1984
Hampshire College	40,000	1976
Lutheran School of Theology at Chicago	—	1981
Michigan State University	7,191,000	1979-80
New York University School of Law: Student Bar Association	11,000	1978
Ohio University	60,000	1978
Oregon State Board of Higher Education* (8 colleges and universities)	6,000,000	1977-78
University of California: Associated Students U.C.L.A.	25,000,000	1980
University of Maine	3,000,000	1982
University of Massachusetts	600,000	1977
University of Wisconsin	11,000,000	1978
Western Michigan University	200,000	1983

Partial Divestment

	Value of Divestment	Year
Amherst College	$1,300,000	1978-82
Boston University	6,600,000	1979
Brandeis University	350,000	1979
Brown University	4,600,000	1984
Carleton College	285,000	1979
	—	1980-84
Colby College	2,900,000	1980-84
Columbia University	2,700,000	1979
Dartmouth College	2,000,000	1985
Eastern Michigan University	2,500,000	1980
Harvard University	50,900,000	1981
	1,000,000	1985
Haverford College	—	1982
Howard University	1,800,000	1978
Mount Holyoke College	450,000	1981
New Brunswick Theological Seminary	—	1982
Oberlin College	—	1980
Ohio State University	250,000	1978-79
Rutgers, the State University	—	1980
	7,000,000	1985
Smith College	655,000	1977
State University of New York College at Oneonta	80,000	1978
Swarthmore College	2,200,000	1981
Tufts University	100,000	1979
Union Theological Seminary (New York)	4,000,000	1980
University of California at Berkeley	4,000,000	1979
University of Michigan	306,000	1979
	41,000,000	1983-84
University of Pennsylvania	800,000	1983
Vassar College	6,500,000	1978
Wesleyan University	367,000	1980
Williams College	700,000	1980
Yale University	1,600,000	1979
	4,100,000	1984

— No figure reported.

* Full divestment voted but not put into effect.

in Companies Linked to South Africa

showed a gain "on paper" of about $1.1-million.

But Ms. Craig disagrees with those who contend that "because of our South Africa policy we're a million dollars better off," since some of the divested stocks would have been sold in any event. Moreover, she warns that if a growing number of institutions start replacing major Standard & Poor's stocks with smaller companies that aren't operating in South Africa, "it is going to get more and more difficult" to find appropriate replacement stocks.

"There will be too many institutions chasing too few stocks, and that will drive the prices up," she says.

Some Are Taking a Fresh Look

Whether many college and university governing boards will now be influenced by financial considerations to vote for full or even partial divestment when they have declined to do so in the past seems questionable, although some institutions are taking a fresh look.

At Columbia, which was rocked by a three-week anti-apartheid protest last month, the board of trustees has agreed to study the economic consequences of full divestment, among other approaches. A trustee committee said the inquiry, which was recommended by the university senate, was something on which "neither the senate nor we yet feel fully informed."

Like a number of other institutions, Columbia already has a policy of selective divestment, and last year the board voted to freeze its South Africa-related holdings at $39-million, roughly 5 per cent of its portfolio. However, the recent sale of university land at Rockefeller Center has freed up $400-million—half the portfolio—for other investments.

UNIVERSITY OF MAINE

Joseph G. Hakanson is chairman of the board of trustees at the University of Maine.

Although the potential financial effects of divestment have long been "part of the equation" in the board's deliberations, says Anthony D. Knerr, executive vice-president of business and finance, the land sale has made a complicated issue even more so.

Mr. Knerr agrees with the view that, as he puts it, "there is not a lot of clear evidence on what the costs of total divestment would be, either in the short run or the long run. There has not been a study which definitively allows a board of trustees or administrator to decide the question."

More generally, however, based on recent interviews with trustees and investment experts, it appears that when most boards have considered the divestment issue in the past, they have been influenced more by the moral implications of their policy choices than by any great concern over the potential effect on their portfolios.

In most cases, the trustees seem to have assumed that the effect probably would be fairly small and that, even if it might contribute to some losses, that should not be the pivotal factor.

Comments from trustees at two institutions in Maine—one public and the other private—illustrate the point.

"We came to total divestment because we did a lot of reading on it and talked to a lot of people, and decided that divestment sent the best signal to the South African government," says Joseph G. Hakanson, board chairman for the University of Maine, which made a full, $3-million divestment in 1982. "We had a lot of debate and deliberation. I don't think we talked about the financial end. The moral question certainly supersedes the financial question."

Mr. Hakanson, who is a first vice-president of investments for Advest, Inc., a brokerage firm, notes that Maine's divestment represented nearly 40 per cent of its total portfolio, but he says he was not expecting any serious financial losses.

Moral Responsibility Cited

At Colby College, which made a partial divestment of $900,000 in 1980, John S. Delaney, chairman of the trustee investment committee, says the board has not considered the financial consequences of full divestment as a matter of policy.

"I think the issue is, 'What is your responsibility to the college morally?' as well as the purer capitalistic aspects of what you do," says Mr. Delaney, executive vice-president at Smith Barney, Harris Upham & Co., an investment bank. But he adds that, in general, members of the Colby board "do not look at the specific economics of what would have happened had we done this or that" about particular investments.

In a recent publication of the National Legal Center for the Public Interest, Roy A. Schotland, professor of law at the Georgetown University Law Center, asserted that regardless of a portfolio's size, full divestment meant "much higher transaction costs, major [investment] opportunity losses . . . . [and] increased risk because of the larger number of holdings in smaller stocks and also because of far less diversification."

Mr. Schotland also raised an argument often made by opponents of divestment that such action will not further anti-apartheid goals in South Africa "but will at best (a) leave the problem in *status quo*, (b) probably make it worse, and (c) certainly hurt jobs here at home."

The divested stock will be picked up immediately by other investors who, "by definition," care less about a company's activity in South Africa, he said. Instead of total divestment, a one-shot "symbolic" act, Mr. Schotland supports the approach of many "socially concerned" institutional investors that use their status as stockholders to apply steady pressure for better employment practices by the companies in question.

Another contributor to the publication, John H. Langbein, professor of law at the University of Chicago, challenged supporters of divestment to explain why the campaign was directed mainly at South Africa when there were other "monstrously objectionable regimes" in the world. The answer, he suggested, depended on how much of a "stink" was raised by protesters, an approach he said turned social investing into "a branch of interest-group politics."

In a statement made last fall and reprinted in the National Legal Center's publication, Derek C. Bok, president of Harvard University, remarked: "Despite our revulsion toward apartheid, the fact remains that Harvard's resources were entrusted to us for academic purposes and not as a means of demonstrating our opposition to apartheid or to other manifest injustices and evils around the world."

Harvard is one of a handful of colleges and universities that have made partial divestments of South Africa-related stocks in recent months or have announced decisions to take such action. Others are Dartmouth College, Georgetown University, and Grinnell College.

At Stanford University, where 12 of 33 trustees recently joined about 700 students, faculty members, and others in an outdoor forum on divestment, President Donald Kennedy said he believed that it was "extremely unlikely" that full divestment by Stanford and others would produce the results that the foes of apartheid have been seeking.

Several other prominent university leaders, including Mr. Bok and President William G. Bowen of Princeton, have made similar points.

Mr. Kennedy, reaffirming support for Stanford's policy of selective divestment, said that he approved of legislative efforts in Congress to impose trade sanctions against the South African government "that are designed not to throw nonwhites out of work."

Referring to the trustees' legal responsibility to preserve the university's assets, Mr. Kennedy also suggested that "very serious" questions would have to be considered if the board "became convinced that total divestment was the right course to pursue in the interest of black South Africans."

A Ruling in Oregon

Such questions have already been posed—and initially decided—in a county court in Oregon.

Ruling on a lawsuit by a student association at the University of Oregon, among other groups, Circuit Judge George J. Woodrich held last December that a 1977 decision by the Oregon State Board of Higher Education to divest its holdings in companies doing substantial business in South Africa violated its statutory obligations for "prudent" investing.

The ruling has been appealed.

South Africa-Related Investments: Guides to Analyzing the Issues

WASHINGTON

A 109-page analysis of issues involved in divestment for social or political purposes, as in the case of selling all investments in companies that do business in South Africa, has proved to be the most popular publication in the eight-year history of the National Legal Center for the Public Interest.

The center, a non-profit educational organization supported by foundations and corporate gifts, initially distributed some 15,000 copies of the analysis, *Disinvestment: Is It Legal? Is It Moral? Is It Production?* about two months ago.

Complimentary copies of the analysis went to state and federal officials, the entire federal judiciary, and many academics and other professionals.

Since then the booklet has generated so much interest that it has gone into a second and third printing, with the cumulative distribution expected to reach 30,000 by the end of May, said Richard D. Godown, the center's general counsel. He said universities were among the main sources of new orders.

The analysis, which includes articles by several law professors and statements by President Derek C. Bok of Harvard University and former Gov. William G. Milliken of Michigan, generally argues against divestment on moral, legal, and practical grounds. Copies of the booklet are available for $5 from N.C.L.P.I., 1101 17th Street, N.W., Suite 810, Washington 20036.

Among other recent publications on divestment:

► *Economic Action Against Apartheid: An Overview of the Divestment Campaign and Financial Implications for Institutional Investors*, by Brooke Baldwin and Theodore Brown (The Africa Fund, 198 Broadway, New York 10038; 47 pages; $5).

► *The Impact of South-Africa-Related Divestment on Equity Portfolio Performance*, by David Hauck (Investor Responsibility Research Center, Inc., 1319 F Street, N.W., Suite 900, Washington 20036; 44 pages; $50 for people at nonprofit organizations, $200 for others). Summarizes nine selected studies from 1978 to 1984 and analyzes issues related to divestment.

► *Perspective: College Actions on South African Investment*, compiled by Elaine H. El-Khawas and Barbara McKenna (Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington 20036; 45 pages; free; orders should be accompanied by self-addressed mailing labels). Describes actions or policies on divestment at 18 colleges and universities.

Columbia U. Withholds Diplomas of 15 Anti-Apartheid Protesters

DIVEST NOW!
DIVEST NOW!

WIDE WORLD

At Columbia U.'s graduation ceremonies, some students use mortarboards to protest the university's investment policies.

Columbia University last week withheld diplomas from 15 students who were involved in an anti-Apartheid protest this spring.

The students will not be allowed to graduate until the university has completed their disciplinary hearings, a Columbia spokesman said. "It could be today; it could be tomorrow; it could be weeks," she said.

The group includes some of the organizers of the three-week blockade of Hamilton Hall, a Columbia administration building. The protesters, who started the demonstration on April 4, demanded that the university divest itself of stock in companies doing business in South Africa.

About 85 students involved in the protest may be subject to disciplinary action, the spokesman said.

In reaction to Columbia's refusal to divest, between 150 and 200 graduating students walked out of commencement exercises last Wednesday and held their own "alternative" ceremony.

The students left the university affair after organizers dropped a huge banner reading "Divest Now" during a speech by Michael Sovern, Columbia's president.

At the alternative commencement, which took place at the site of the protest, the students heard speeches from student organizers and faculty members who had supported the blockade. Organizers also presented an "honorary degree" *in absentia* to Nelson Mandella, the imprisoned black South African leader.

Protest at Berkeley

In a protest at the University of California at Berkeley, students last week planned a two-day demonstration outside the Lawrence Hall of Science, where the university's regents were to discuss divestment. A spokesman for the protesters said the group expected more than 10,000 students and supporters to attend the rally.

A Berkeley spokesman said the university had prepared for the protest, providing a stage, a public address system, bus transportation, and portable toilets.

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News Summary

Articles on inside pages

Representatives of 40 countries have voted to blacklist American college coaches who recruit athletes in South Africa. Story on Page 27.

Robert Paul Wolff, the author of *Understanding Marx*, says new perspectives on Marxist economic principles could become a popular alternative to mainstream economics. Story on Page 7.

Open-meeting laws are not as large an obstacle to university governing boards as a recent report indicated, participants in a symposium agreed. Story on Page 13.

A federal review panel is deciding what kinds of material can be printed by organizations that have contracts with the National Institute of Education. Story on Page 19.

Two committees of the House of Representatives approved competing versions of legislation to nullify the Supreme Court's Grove City College ruling. Story on Page 19.

Legislation to increase faculty salaries at the University of Wisconsin has cleared important official hurdles, but observers say the fight for its passage has cost the university some credibility. Story on Page 23.

Visits to the Soviet Union by two groups of American scholars were canceled after Russian authorities denied a visa to one member of each group. Story on Page 29.

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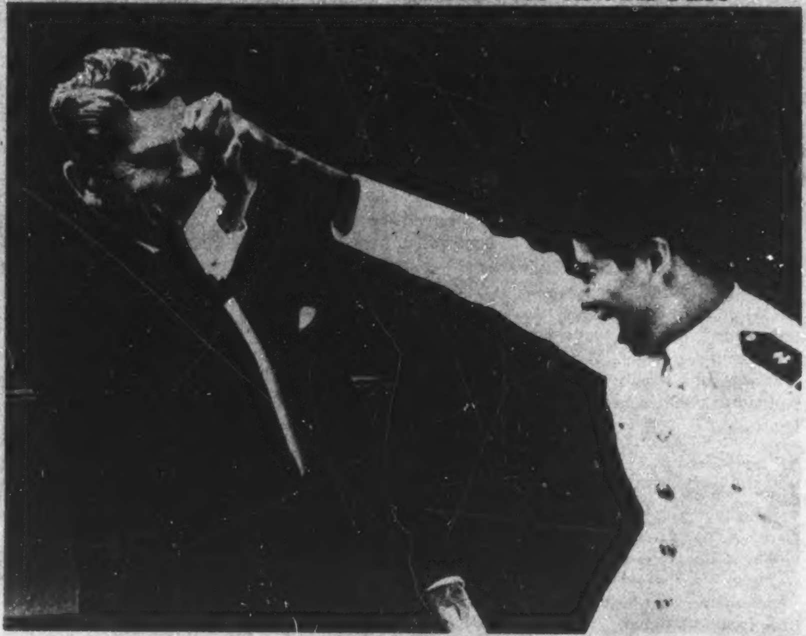
A 'HIGH FIVE' FOR REAGAN AT ANNAPOLIS



WIDE WORLD

An exuberant graduate, Dominic Cuyno, greets the President, who spoke and handed out 1,032 diplomas at commencement exercises at the Naval Academy last week.

States Providing Special Funds to Lure Scholars

But some institutions have difficulty filling new chairs

By JEAN EVANGELAUF

Legislators in at least 10 states have approved or are considering measures they hope will lure eminent scholars to their public universities.

But some universities are finding that filling the endowed chairs created by the laws can be more difficult than persuading legislators and donors to pay for them.

Although the provisions vary, the programs share the same goals—to enrich intellectual life on the campuses and to enhance the universities' reputations by paying top salaries to top faculty members.

The typical eminent-scholars program takes the form of a challenge grant: To receive state funds, a university must raise a greater or equal amount in private contributions. The combined amount is placed in a trust fund, and the income it earns goes toward the faculty member's salary and related research expenses.

Endowing a Post at Cut-Rate Price

"The beautiful thing about the money is that it's there in perpetuity," said one university administrator. "It's for the particular campus designated to receive it, and the legislature can't take it away."

The price of a single endowed chair is usually $1-million. Because of the state contribution, a donor would be able to endow a chair at a cut-rate price.

Legislatures in Alabama, Georgia, and West Virginia have approved eminent-scholars programs in recent weeks, and the Minnesota and Pennsylvania legislatures will take up such proposals soon.

Ohio and Tennessee are getting new programs under way. Although a program in Louisiana has not yet received funding, campus officials there are seeking donors in anticipation of state aid.

In setting up eminent-scholars pro-

Continued on Page 12, Column 1

Students' Grades Found Level or Falling; Era of Widespread 'Inflation' Seen Over

By THOMAS J. MEYER

A decade after soaring grade-point averages provoked alarm on hundreds of campuses, faculties appear to have succeeded in stabilizing grades at American colleges and universities.

Officials at several institutions report that grade-point averages, or G.P.A.'s, have remained relatively constant since the mid-1970's, when substantial increases in the figures prompted reforms on many campuses.

With a combination of stricter evaluations by professors, cutbacks in such options as "pass-fail" grading, and increased attention to how students' performance is assessed, many colleges appear to have succeeded in taming grade inflation.

"We're into a new era," says C. James Quann, registrar of Washington State University, who has conducted a national study of grading. "Over all, the G.P.A.'s have been coming down. At every institution I've talked to, G.P.A.'s have fallen."

'Nearly Back to Where We Were'

The looser, more permissive grading policies of the late 1960's and early 1970's led to a peak in average grades in the mid-70's, Mr. Quann says. But he believes the figures are now slowly approaching the levels of the mid-60's, before "grade devaluation" became a prominent issue on the nation's campuses.

"I'd say, looking at the nation as a whole, we're returning to pre-1965 grading standards," says Mr. Quann, whose study

Continued on Page 14, Column 1

There's More Asking and More Giving: Individual Donations Top $61-Billion

By PAUL DESRUISSEAUX

NEW YORK

The healthy state of the American economy had much to do with the record amount that individuals contributed to charitable causes and organizations in the United States last year—$61.5-billion.

But another reason why they gave more is because they were asked to give more.

"You don't raise money without asking for it," says John J. Schwartz, president of the American Association of Fund-Raising Counsel. "And there is simply much more asking going on now."

Recent years have seen sharp declines in the level of government support for many programs and activities conducted by charitable organizations and institutions. As a result, those organizations—including colleges and universities—have become more dependent on funds raised from private sources.

"They are taking their fund-raising much more seriously than ever before," says Mr. Schwartz, "and they are working much harder at it."

That fact, coupled with increased public awareness of the plight of charitable organizations, helped account for the increased success in raising funds those organizations had last year.

The increase in charitable giving cannot compensate for cuts in federal support for programs in the arts, education, health, and social services, says Mr. Schwartz. Researchers have estimated that the government has reduced its appropriations in those areas by $17-billion since 1982.

"Philanthropy would have to grow close to 40 per cent a year just to keep up with those cuts," says Mr. Schwartz. There will be a greater disparity, he adds, if any tax-reform plan approved by Congress includes provisions that would discourage charitable giving.

According to the 1985 edition of *Giving*

Continued on Page 17, Column 1

Philanthropy in the United States is under attack, says the president of the Rockefeller Foundation. Story on Page 15.

Philanthrophy Under Attack, Foundation Head Charges

Rockefeller Fund's Lyman fears consequences of tax-reform proposals that would weaken charitable giving

NEW YORK

"The most remarkable instance in living memory of the government's right hand not knowing—and *choosing* not to know—what its left hand is up to."

The speaker was Richard W. Lyman, president of the Rockefeller Foundation. His target was the Reagan Administration and its consideration of tax-reform measures that could cause a significant decrease in contributions to charitable organizations even as federal support for such causes is declining sharply.

Mr. Lyman, speaking at a program marking the 50th anniversary of the American Association of Fund-Raising Counsel, said that philanthropy in the United States was under attack. If provisions in the tax code regarding charitable contributions are weakened, he said, the consequences will extend far beyond a loss of money by some worthy organizations—the basic character of the country will be affected.

"The ties that bind us together will be weakened, our sense of community eroded, and the priceless bounty of mutual support discounted," he said.

The White House is in the final stages of revising the tax-reform plan that it will present to Congress. The President is expected to unveil it in a televised speech this week.

Since a tax-reform plan was first proposed last fall by the Treasury Department, the package has included a number of provisions that some observers said would decrease charitable giving by more than 20 per cent.

In recent weeks, however, reports have said the White House plan will not include some of the elements that would have had the greatest impact on such giving. Those include a provision allowing only taxpayers who donate 2 per cent or more of their income to charity to take deductions for such gifts, and one forbidding taxpayers to deduct gifts of appreciated property at full market value—as is now the case—but at their original cost plus an adjustment for inflation.

Mr. Lyman said that with many tax-reform measures being introduced by members of Congress—"every one of which would reverse the tide of legislative encouragement to charity"—there were no grounds for complacency.

Warns Against Complacency

While the Treasury has reportedly heard more protest about the tax plan's harmful effects on charitable giving than about any other aspect of it, Mr. Lyman said many organizations and individuals who would be adversely affected by such changes in the tax code had failed to speak up. He said they were holding to a misguided belief that such changes could never make their way into law.

"The very fact that charitable giving and the use of the tax laws to encourage it has been such a central feature of the American social landscape for so long reinforces the belief that it will turn out in the end to be sacrosanct and untouchable," he said.

Such a belief, however, "flies in the face of the apparent increasing propensity in these last decades of the 20th century for the impossible to happen in politics," Mr. Lyman said. "In politics today, counting on the past to predict the future with any accuracy is dangerous."

Especially at risk, he said, is the provision allowing taxpayers who do not itemize their deductions—about two-thirds of all taxpayers—to deduct their contributions to charity. The provision, commonly referred to as the "above-the-line" deduction, went into effect in 1982 and will automatically expire at the end of 1986 unless Congress acts to make it permanent.

Figures just released by the American Association of Fund-Raising Counsel indicate that gifts from individuals accounted for 89 per cent of the record $74.25-billion given to charitable organizations and causes in the United States in 1984.

"Clearly, individuals remain the backbone of American philanthropy," said Mr. Lyman, a former president of Stanford University who, in addition to being head of the Rockefeller Foundation, is chairman of the board of Independent Sector, a national organization that encourages philanthropy and voluntary action.

He said it was "pie-in-the-sky" to pretend that tax incentives do not play an important role in charitable giving, although he said it was believed that they do not occasion gifts to charity as much as they influence the size of such gifts, particularly at upper-income levels. But he attacked the notion that people give to charitable causes because doing so is financially advantageous to them.

With rare exceptions, he said, it is not possible to maintain that Americans "make money" out of the deductibility of their charitable contributions.

Mr. Lyman said it was frustrating to hear the deductions for gifts to charity now possible under the income tax code called "loopholes."

"What a travesty it is to suggest that using the charitable deduction is an act of evasion," he said. "It is those who do not contribute to public purposes beyond their tax payments to government who are evading

Continued on Following Page

ROCKEFELLER FOUNDATION

"In politics today, counting on the past to predict the future is dangerous," says Richard Lyman.

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FACT–FILE

Largest Gifts and Bequests to Colleges and Universities in 1984

Recipient	Donor	Amount
Cornell U. Medical Center	Anonymous	$50,000,000
Stanford U.	System Development Corporation	21,000,000
Cornell U.	Samuel C. Johnson	20,000,000
Columbia U.	Gannett Foundation	15,000,000†
Baylor U.	Mattie Allen	13,800,000
U. of Illinois	International Business Machines	12,500,000
U. of California at Irvine	George E. Hewitt	12,000,000
New York U.	Anonymous	11,000,000*
Stanford U.	International Business Machines	10,000,000
U. of Georgia	W.K. Kellogg Foundation	8,370,000‡
Columbia U.	Christine S. Carleton	8,000,000
Cornell U.	International Business Machines	8,000,000
U. of Washington	International Business Machines	8,000,000
West Virginia U.	Hazel Ruby McQuain	8,000,000
Georgetown U.	Thomas & Dorothy Leavey Foundation	7,000,000
Quincy College	Sacred Heart Province of the Franciscan Fathers	7,000,000†
Tulane U.	Friends, family and business colleagues of A. B. Freeman	7,000,000
U. of North Carolina at Chapel Hill	William R. Kenan, Jr., Charitable Trust	6,500,000
U. of California at Berkeley	Digital Equipment Corporation	6,300,000
U. of Notre Dame	Arthur J. Decio	6,200,000
George Washington U.	Lyle and Freda Alvarson	6,000,000
U. of Pennsylvania	International Business Machines	6,000,000
Princeton U.	International Business Machines	6,000,000
U. of Southern California	International Business Machines	6,000,000
Texas Christian U.	Anne Burnett Tandy & Charles D. Tandy Foundation	6,000,000
Pennsylvania State U.	Homer F. Braddock	5,600,000
Kenyon College	Olin Foundation	5,500,000
American U.	Agnan M. Khashoggi	5,000,000
Boise State U.	Micron Technology, Inc.	5,000,000
Columbia U.	Temple Hoyne Buell	5,000,000
Dartmouth U.	John W. Berry	5,000,000
George Mason U.	Clarence J. Robinson	5,000,000
Harvard U.	Hewlett-Packard Company	5,000,000
Harvard U.	Ira Kukin	5,000,000
Johns Hopkins U.	Harvey M. and Lyn P. Meyerhoff	5,000,000
Loyola U. of Chicago	Frances G. Russo	5,000,000
Mount Saint Mary's College (Md.)	Henry J. Knott	5,000,000
Southern Methodist U.	Cary M. Maguire	5,000,000
Washington U. (Mo.)	McDonnell Foundation	5,000,000
U. of Kentucky	Lucille Parker Markey	4,900,000
Columbia U.	Anonymous	4,300,000
Washington U. (Mo.)	Monsanto Fund	4,300,000
Bates College	Olin Foundation	4,100,000
Bridgewater College	Mr. and Mrs. V.L. Frederick	4,000,000
New York U.	Filomena D'Agostino Greenberg	4,000,000
Bowdoin College	William F. Farley	3,500,000
Saint Louis U.	Monsanto Fund	3,400,000
U. of Alabama at Huntsville	Sperry Corporation	3,200,000
Bethany College	Ludwig and Selma Nelson Religious, Educational & Charitable Trust	3,000,000
DePauw U.	Robert and Jane Edwards	3,000,000
U. of Florida	Sam P. Harn	3,000,000
Hamilton College	Margaret Bundy Scott	3,000,000
Iowa State U.	Charles W. and Margre Henningson Durham	3,000,000
U. of Kentucky	Mr. and Mrs. Maxwell Gluck	3,000,000
Lafayette College	William E. and Carol Simon	3,000,000
U. of Michigan	Ford Motor Company	3,000,000
Princeton U.	Malcolm S. Forbes and the Forbes Foundation	3,000,000
U. of Tennessee Center for the Health Sciences at Memphis	Harriet Van Vleet	3,000,000
Texas Tech U.	Texas Instruments, Inc.	2,950,000
Beloit College	3 anonymous donors	2,750,000
Concordia College	Olin Foundation	2,750,030
Texas Lutheran College	Houston Endowment	2,750,000
Bowdoin College	George P. Knox	2,700,000
Birmingham Southern College	Olin Foundation	2,600,000
Louisiana State U.	Manship family	2,600,000
Albertus Magnus College	Daniel P. Cosgrove and Edward L. Marcus	2,500,000
Centre College of Kentucky	Doris Chenault	2,500,000
U. of Charleston	Mr. and Mrs. Chester Lewis	2,500,000
U. of Houston	Dolores Welder Mitchell	2,500,000
Lawrence U.	Anonymous	2,500,000
Marist College	International Business Machines	2,500,000
Princeton U.	James S. McDonnell Foundation	2,500,000
Princeton U.	Pew Memorial Trust	2,500,000
Saint Louis U.	Danforth Foundation	2,500,000
U. of Scranton	Francis E. Redington	2,500,000
Villanova U.	Pew Memorial Trust	2,500,000
Washington U. (Mo.)	McDonnell Douglas Foundation	2,500,000
Emory U.	W. Clair Harris and Lucy Clair Harris	2,400,000
Christian Brothers College	Bennette Callicott Nolan	$2,300,000
U. of Chicago	Frank J. Greenberg	2,300,000
Brookings Institution & Columbia U.	Carnegie Corporation of America	2,250,000
Southern Methodist U.	Robert S. & Margaret Folsom	2,250,000
U. of South Carolina	Philip A. Rhodes	2,200,000
Huntington College	Anonymous	2,125,000
Ohio State U.	R. David Thomas	2,100,000
John Carroll U.	Mellen Foundation	2,100,000
U. of Arizona	National Cash Register Corporation	2,000,000
Bowdoin College	Clinton Noyes and Alice Fortin Peters	2,000,000
Emory U.	George W. Woodruff	2,000,000
Harvard U.	McKinsey and Company	2,000,000
Indiana U.	George and Frances Ball Foundation	2,000,000
Johns Hopkins U.	AT&T Information Systems	2,000,000
Johns Hopkins U.	Ryda and Robert H. Levi	2,000,000
U. of Massachusetts	Richard M. Haddock	2,000,000
U. of Michigan	General Motors Foundation	2,000,000
U. of North Carolina at Chapel Hill	Lineberger family	2,000,000
U. of Southern Maine	Eleanor Houston Smith	2,000,000
Swarthmore College	James A. Michener	2,000,000
Texas Lutheran College	J.E. and L.E. Mabee Foundation	2,000,000
U. of California at Los Angeles	Audrienne H. Moseley	1,900,000
Duke U.	Duke Endowment	1,900,000
Texas Lutheran College	Adolph L. and Lillie Krause	1,900,000
Duke U.	Duke Endowment	1,800,000
U. of Southern California	James Irvine Foundation	1,700,000
Virginia Commonwealth U.	Mary Eugenia Kapp	1,700,000
Widener U.	Alfred O. Dechong	1,700,000
U. of Illinois	William S. Kinkhead	1,600,000
Yale U.	Anonymous	1,600,000
Saint Louis U.	Ralston Purina Trust Fund	1,550,000
Brown U.	Pew Memorial Trust	1,500,000
U. of Connecticut	Aetna Life and Casualty Foundation	1,500,000
Cornell U.	J.N. Pew, Jr. Charitable Trust	1,500,000
Emory U.	Michael C. Carlos	1,500,000
U. of Maryland at Baltimore	Sonya Gershowitz	1,500,000
U. of Maryland at Baltimore	Mary Wallace Stanton	1,500,000
U. of Maryland at College Park	Michael D. Dingman and Signal Companies, Inc.	1,500,000
McPherson College	Ludvig and Selma Nelson Foundation	1,500,000
Medical College of Pennsylvania	Ethel Russell Morris	1,500,000
Meharry Medical College	W.K. Kellogg Foundation	1,500,000
U. of Michigan	Dow Chemical Company	1,500,000
New York Medical College	Harry Barowsky	1,500,000
U. of Nevada at Las Vegas	Nevada Power Company	1,500,000
U. of Nevada at Las Vegas	Xanaro Technologies, Inc.	1,500,000
U. of Pennsylvania	Pew Memorial Trust	1,500,000
Randolph Macon College	Anonymous	1,500,000
Trinity U. (Texas)	J.E. and L.E. Mabee Foundation	1,500,000
Washburn U.	Fred J. Kuehne	1,500,000
Washington U. (Mo.)	McDonnell Douglas Foundation	1,500,000
Washington U. (Mo.)	May Department Stores	1,500,000
Worcester Polytechnic Institute	Walter Rutman	1,500,000
Baylor Law School	A. Guy Crouch	1,400,000
Marietta College	Sandhill Energy, Inc.	1,400,000
Pennsylvania State U.	Margaret Correll Boyle	1,400,000
Western Illinois U.	Cecil P. McDonough	1,400,000
Hofstra U.	Signal Companies, Inc.	1,350,000
Roanoke College	A. Blair and Lucille D. Antrim	1,300,000
Washington and Lee U.	Ruth Parmly	1,300,000
U. of Alabama	Anonymous	1,250,000
U. of Chicago	Kirkland and Ellis, Inc.	1,250,000
Harvard U.	International Business Machines	1,250,000
Mount Sinai School of Medicine of City U. of New York	Bernard J. Lasker	1,250,000
Saint Louis U.	Southwestern Bell Telephone Company	1,125,000
U. of Southern California School of Dentistry	Dr. and Mrs. George N. Boone	1,250,000
Trinity U. (Texas)	Chapman-Barnard-McFarlin Interests	1,250,000
U. of Wisconsin at Madison	Cecyle Stone and Family	1,250,000
Columbia U.	Mrs. Fritz Reiner	1,200,000
Baker U.	W.I. Boone	1,100,000
Pennsylvania State U.	Matthew J. and Anne C. Wilson	1,100,000
Agnes Scott College	Irene K. Woodruff	1,060,000
Ball State U.	Harold Ellison	1,000,000
Bates College	Joseph A. Underhill	1,000,000
DePauw U.	Halford B. Kneale	1,000,000
Drew U.	Nettie Brown	1,000,000
Emory U.	Irene K. Woodruff	1,000,000
Fordham U.	Rev. Nicholas J. Langenfeld	1,000,000
Hendrix College	Harold H. Cabe	1,000,000
Jamestown Community College	Carl A. Hultquist	1,000,000
Moravian College	Clayton W. and Helen H. Bernhardt	1,000,000
U. of Oklahoma	Henry D. and Ida Mosier	1,000,000
Olivet College	Scott E. Lamb	1,030,000
Rensselaer Polytechnic Institute	David M. Darrin	1,000,000
Union Theological Seminary	Doris Dick Havemeyer	1,000,000

† Over a 5-year period.
‡ Over a 6-year period.
* Value of bequest estimated between $11-million and $15-million.

SOURCE: AMERICAN ASSOCIATION OF FUND-RAISING COUNSEL

Taxes and Philanthrophy

Continued from Preceding Page

something—their responsibility to sustain the most remarkable system for mobilizing private energies for the achievement of public purposes that the world has ever known."

He said it was ironic that in a period in which the private sector "is being lauded and promoted on all sides, the not-for-profit portion of that sector should be feeling besieged and threatened." Part of the reason for that, he said, is its dependence on government funds.

"Such things as social-welfare programs and scientific research—which in the years between the wars were thought of more or less as the domain of charitable and foundation efforts—have become government business in a very big way," he said. "And government has very often worked in these and other fields through private agencies.

"Even in the arts and humanities, while the federal government is a relatively limited player, it is often a crucial one," he added. "No one else has the capacity to support some of the major needed efforts in such fields—the great independent research libraries, the private sector in higher education, the leading museums and other arts organizations all need *both* their private support and their federal support."

Mr. Lyman said that diminishing the private support that such organizations would receive by an estimated 21 per cent—as the original version of the tax plan would do—makes little sense under any circumstances. "But doing this at the same time that direct federal funding is markedly diminished—that's difficult even to rationalize, let alone justify," he said.

—PAUL DESRUISSEAUX

Individual Gifts Top $61-Billion in 1984; Good Economy, 'More Asking' Credited

Continued from Page 1

USA, the A.A.F.R.C.'s annual report on philanthropy in the United States, total charitable giving by individuals in 1984 was up 11.6 per cent over the previous year. That growth outpaced both the rate of inflation, at 4 per cent, and the rise in personal income, which the U.S. Commerce Department said was close to 10 per cent. It also pulled up the rate of increase for overall charitable giving last year—including corporate and foundation giving—to 11.1 per cent. The total for overall giving last year was $74.25-billion.

All categories of charitable organizations benefited from the increase in personal giving. In education, the $10.1-billion contributed represented an increase of 8.5 per cent over the previous year. More than half of the total given to education went to colleges and universities.

"I think institutions in higher education have done an awfully good job of making their needs and wants known," says John Grenzebach, chairman of the A.A.F.R.C. board. "They have made the case that without private support they can't maintain the quality of the education that they offer."

They have been so successful in making that case, Mr. Grenzebach adds, "that they have prompted high-income and wealthy individuals to make larger gifts than have ever been seen before. There have been some astonishing gifts from individuals in the past few years."

Increased Professionalism

According to Mr. Grenzebach, who has been a fund-raising consultant for more than 30 years, much of what colleges and universities have been able to accomplish in raising funds is due in large measure to the increased level of professionalism of their personnel.

"There's been an enormous improvement in professional competence," he says. "There was a time not long ago when there were no professional fund-raisers at a college, and whatever fund-raising the institution did was handled by a retired member of the board who was asked to try and raise some money. The professionalization of the function is what now enables institutions to raise so much."

Mr. Grenzebach says that among the current clients of his own Chicago-based firm, which works primarily with colleges and universities, are three institutions that are conducting campaigns to raise more than $200-million each. "And they are all state universities," he says. "Fifteen years ago it was a rare state university that tried to raise money. The University of Michigan was the first to raise important private money, and until its campaign to raise $70-million in the mid-1960's, nobody thought that state schools either could or deserved to raise private dollars." That, he says, is no longer at issue.

The increase in professionalism has also served donors better, according to Mr. Grenzebach. "Once the appeal to prospective donors was primarily emotional, but now the appeal is made on a particular case and its merits—here's why we need it, and here's what it will help us do."

As a result, he says, donors have a greater feeling of security that their funds will be spent wisely on projects they find important.

Mr. Schwartz says the dramatic increase in cooperation and communication between donors and those seeking contributions is a positive and recent development.

"We're seeing much more in the way of partnerships, where donors and donees get together to identify areas of mutual concern and share ways to help solve problems," he says. "There's also much more cooperation among donors, who now often join together to attack a particular need or problem, and this you did not see too many years ago."

Women Gain in Fund-Raising

Here are other changes in the field that Mr. Grenzebach and Mr. Schwartz anticipate:

► The number of women in fund-raising, up dramatically in the past 10 years, will continue to increase, and more women will be named to top fund-raising positions, particularly at colleges and universities.

► There will be more fund-raising for specific projects outside of capital campaigns.

► Institutions will soon start conducting "continuing" fund-raising programs, instead of major campaigns every few years.

► Computer technology will make possible much more sophisticated research in the field and about the field.

► More institutions and organizations in other countries will try to solicit funds in the United States.

► There will be more interest in programs to certify fund-raisers.

► Education and training programs in fund-raising will continue to expand and improve.

"The explosion in training programs has been one of the best things that's happened to the field in the past 10 years," says Mr. Grenzebach. "Organizations such as the Council for Advancement and Support of Education, the National Society of Fund-Raising Executives, and other organizations and private training programs have helped prepare vast numbers of people for work in this field. It's made a major difference."

As the president of an organization of fund-raising consultants, Mr. Schwartz says he is happy to cheer another change of the past decade. "The profession of fund-raising management has become much better understood and has gained respect as an essential ingredient in the business of philanthropy," he says.

Adds Mr. Grenzebach: "For a very long time there was a fundamental skepticism about fund-raisers: Were we honest? Could we do what we said we could do? We performed a service that was not very well monitored or governed, and it just wasn't seen as very respectable. That's all changed."

Mr. Grenzebach says that there indeed were abuses in the field, "and there still are those who engage in questionable practices, but that's really a very small number."

The A.A.F.R.C., whose member firms specialize in helping institutions plan and conduct major capital campaigns, adopted the first code of ethics and professional standards in the fund-raising field.

The organization sponsors a number of activities aimed at encouraging charitable giving and expanding knowledge about the current state of philanthropy, the best known of which is the publication of *Giving USA*.

At a recent program marking its 50th anniversary, the association announced that it had established the A.A.F.R.C. Trust for Philanthropy, under whose umbrella it will increase its research and publishing activities.

Colleges have done a "good job of making their needs and wants known," says John Grenzebach.

"There is simply much more asking going on now," says John J. Schwartz.

FACT-FILE

55 Large Foundations Ranked by Grants Made in 1984

	1983 grants	1984 grants	1984 assets†
1. Ford Foundation	$103,978,000	$113,561,000	$ 3,497,800,000
2. John D. and Catherine T. MacArthur Foundation	25,417,000	76,700,000	1,920,000,000*
3. Andrew W. Mellon Foundation	60,287,000	61,066,000	1,131,000,000
4. W. K. Kellogg Foundation	54,647,000	59,506,000	1,291,843,000
5. Robert Wood Johnson Foundation	54,859,000	57,737,000	1,173,836,000
6. Kresge Foundation	24,720,000	43,145,000	813,648,000
7. Duke Endowment	36,783,000	32,999,000	551,460,000
8. Rockefeller Foundation	36,802,000	32,803,000	1,109,335,000
9. McKnight Foundation	25,061,000	27,674,000	508,389,000**
10. Charles Stewart Mott Foundation	26,325,000	26,514,000**	575,000,000
11. Richard King Mellon Foundation	14,077,000	24,521,000**	465,962,000**
12. Lilly Endowment	44,270,000	24,271,000	889,437,000
13. Carnegie Corporation of New York	11,713,000	18,967,000	504,763,000
14. Alfred P. Sloan Foundation	16,627,000	17,000,000	371,000,000
15. James Irvine Foundation	14,152,000	15,023,000	306,187,000
16. Moody Foundation	16,000,000	14,585,000	340,000,000
17. Edna McConnell Clark Foundation	14,017,000	14,065,000	274,306,000
18. Bush Foundation	18,776,000	13,553,000	256,040,000
19. Gannett Foundation	11,512,000	13,141,000	369,882,000
20. William Penn Foundation	10,100,000	12,006,000	278,837,000
21. Surdna Foundation	14,725,000	11,604,000	209,559,000
22. Danforth Foundation	13,050,000	11,317,000	149,581,000
23. Henry J. Kaiser Family Foundation	6,442,000	9,898,000	249,[illegible],000
24. William Randolph Hearst Foundation	6,742,000	9,244,000	236,000,000
25. Rockefeller Brothers Fund	26,209,000	8,500,000**	165,000,000
26. Commonwealth Fund	8,198,000	7,889,000	173,400,000
27. Henry Luce Foundation	7,637,000	7,568,000	157,750,000
28. John M. Olin Foundation	4,142,000	7,257,000	67,000,000**
29. M. J. Murdock Charitable Trust	7,298,000	7,129,000	152,076,000**
30. Northwest Area Foundation	7,158,000	6,967,000	132,892,000
31. Amon G. Carter Foundation	5,797,000	6,866,000	163,363,000
32. Charles A. Dana Foundation	5,461,000	6,726,000	123,006,000
33. Vincent Astor Foundation	6,291,000	6,703,000	33,134,000
34. Z. Smith Reynolds Foundation‡	6,052,000	6,562,000	100,000,000**
35. John Simon Guggenheim Memorial Foundation	5,959,000	6,057,000	96,907,000
36. John A. Hartford Foundation	5,039,000	5,729,000	155,170,000
37. Claude Worthington Benedum Foundation	5,077,000	5,646,000	108,939,000
38. George Gund Foundation	5,310,000	5,470,000	128,675,000
39. William R. Kenan, Jr., Charitable Trust	7,439,000	5,458,000	142,786,000
40. Sarah Scaife Foundation	6,937,000	5,116,000	152,692,000**
41. Charles H. Revson Foundation	4,796,000	4,940,000	74,860,000**
42. El Pomar Foundation	4,831,000	4,918,000	116,000,000
43. Howard Heinz Endowment	4,637,000	4,881,000**	n/a
44. Mary Flagler Cary Charitable Trust	4,175,000	4,789,000	73,365,000
45. Charles Hayden Foundation	3,933,000	4,299,000	97,349,000
46. Callaway Foundation	6,201,000	4,172,000	106,605,000
47. Smith Richardson Foundation	4,836,000	4,022,000	107,448,000
48. Sid W. Richardson Foundation	8,704,000	4,015,000	138,247,000
49. William T. Grant Foundation	4,462,000	4,009,000	97,003,000
50. Spencer Foundation	3,750,000	3,845,000	126,342,000
51. John and Mary R. Markle Foundation	3,439,000	3,473,000	57,757,000
52. Research Corporation	2,509,000	3,193,000	52,620,000
53. Camille and Henry Dreyfus Foundation	1,729,000	2,800,000	27,829,000
54. Elliott White Springs Foundation	1,547,000	1,547,000	17,163,000
55. Tinker Foundation	1,666,000	1,541,000	36,256,000
Total	$867,918,000	$948,366,000	$21,[illegible]

* 1983 figures
** Estimate
† Market value at end of year
‡ Figures represent this foundation's short-term investment income.
n/a not available

SOURCE: AMERICAN ASSOCIATION OF FUND-RAISING COUNSEL

Colleges Surveyed on Gifts of Property

NEW YORK

Gifts of appreciated property account for 23 per cent of all major gifts to colleges and universities, a survey by the American Association of Fund-Raising Counsel has found.

A provision of the tax-reform plan proposed by the Treasury Department and now being revised by the Administration calls for a significant reduction in the amount that can now be claimed as a charitable deduction for such gifts.

Institutions included in the survey had all conducted capital campaigns within the past four years.

John J. Schwartz, the A.A.F.R.C.'s president, said that overall charitable giving in the United States would be reduced by at least 10 per cent if gifts of appreciated property could no longer be deducted at their fair market value, as is now the case. The Treasury plan would allow deductions for such gifts based on their original cost, adjusted for inflation.

Gifts of appreciated property often represent the large, pace-setting gifts essential to the success of capital campaigns, Mr. Schwartz said.

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News Summary

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The campaign to reform teacher education is reaching a critical point. Story on Page 14.

Three university projects designed to explore the uses of high-powered desk-top computers in higher education are running into serious problems. Story on Page 15.

The member stations of National Public Radio have approved a plan to change the way the network is financed. Story on Page 3.

Sport history, borrowing its approach and methods from the new social history, is coming into its own as a scholarly field. Story on Page 5.

The practice among some medical researchers of padding publication lists is "unethical," according to a journal editor. Story on Page 5.

Despite its prestige, the Fulbright Scholars Program is having trouble attracting young applicants. Story on Page 23.

The number of deaths in college and high-school football decreased again last year. Story on Page 27.

A British professor at the American University of Beirut was killed and the director of the university's hospital was abducted as fighting continued in the Lebanese capital. Story on Page 31.

Canada's faculty members are "blind and complacent," according to a historian at the University of Calgary. Story on Page 31.

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Carnegie Assails Tone of Debate on College Aid

Emphasis on cuts and abuses called shortsighted by fund

By CHERYL M. FIELDS

WASHINGTON

The "historic partnership" between higher education and the federal government is being challenged by a shortsighted emphasis on budget-cutting and abuses of federal programs, say the trustees of the Carnegie Foundation for the Advancement of Teaching.

"The current debate about national priorities has focused almost exclusively on budget numbers and on the negatives of higher education," the trustees said in a statement on the federal role in higher education that was to be released this week.

College graduates' contributions to "social justice, economic growth, civil and cultural enrichment, and security for the nation" are being overlooked, they said.

The text of the Carnegie Foundation statement on the federal government's role in higher education begins on Page 19.

The statement, "Sustaining the Vision," is the first special public stand on a specific educational-policy issue the foundation's board has taken in its 80-year history, said its president, Ernest L. Boyer.

Adele S. Simmons, president of Hampshire College and chairman of the Carnegie board of trustees, said in an interview that the statement had been prompted by President Reagan's calls for further deep cuts in federal funds for student aid for the coming year. She added that the trustees were concerned about his reopening of the debate over the need for broad federal support of higher education—and the propriety of it.

"At some point, we should put the mat-

Continued on Page 18, Column 2

How President's Tax Proposals Would Affect Higher Education

	CURRENT LAW	REAGAN PLAN
Charitable Contributions	In general, individuals' charitable contributions of cash are deductible, up to 50 per cent of income, and contributions of property cannot exceed 30 per cent of income. Individuals who do not itemize deductions can deduct 50 per cent of their contributions for 1985 and 100 per cent for 1986. Corporate deductions are limited to 10 per cent of taxable income.	Taxpayers who itemize their deductions would be allowed to deduct their charitable contributions; those who do not itemize could not do so. Gifts of appreciated property would be deductible at their full market value, but some donations would, in effect, be subject to taxation under a new minimum-tax provision.
Bonds	States are limited in the amount of tax-exempt bonds they may issue to finance student loans. No restrictions are placed on the volume of tax-free bonds for construction of educational facilities.	Use of tax-exempt bonds to finance student loans and the construction of educational facilities at private colleges would be curtailed.
Tuition Benefits	Tuition benefits paid by companies are exempt from taxation, up to $5,000. Colleges' tuition-remission plans are tax-free if offered to a broad range of employees.	Employer-paid tuition benefits would remain tax-free, but with no limit. College Tuition-remission plans would also remain tax-free, as long as they were offered to a broad range of employees.
Other Fringe Benefits	Faculty housing benefits are excluded from taxable income. Certain other benefits, such as health insurance, that college employees receive are tax-free.	Faculty housing benefits are not specifically addressed. The first $10 a month of employer-paid health-insurance premiums for individuals would be taxed; the first $25 a month of employer-paid premiums for families would be taxed.
Research	Companies can receive tax credits for support of university research.	Tax credits would be extended for three years, but their scope would be limited.
Scholarships	All scholarships and fellowships are tax-free.	Scholarships covering tuition would continue to be tax-exempt, but taxes would be levied on amounts exceeding tuition for students who are enrolled in degree programs.
Travel	Liberal deductions are allowed for most travel expenses incurred during sabbaticals and faculty research trips.	All deductions for educational travel would be barred; rules allowing deductions for expenses during sabbaticals and faculty research trips would be tightened.
State and Local Taxes	State and local taxes are deductible.	State and local taxes would not be deductible.

For further details of President Reagan's tax plan, see Page 17.

With $2.2-Billion in Its Till, Getty Aims to Make the World a Better Place for Art

By PAUL DESRUISSEAUX

LOS ANGELES

The J. Paul Getty Trust has as much ambition as it has money.

A great deal of attention has been paid to the money, and not without reason. With an endowment of $2.2-billion, the Getty Trust is the world's wealthiest institution devoted to supporting the visual arts.

Less has been said about what the Getty Trust hopes to accomplish with its riches. While the list of its programs is long and detailed, its central aspiration can be stated succinctly: The Getty Trust wants to make the world a better place for art.

Within the past three years, it has established programs dedicated to a range of critical issues in art, from how it is taught in the schools to how works of art are preserved and protected. It is also devoting significant resources to encouraging and supporting scholarly activity in the field, particularly scholarship that will "open up" the discussion of the history of art and its role and place in our civilization.

"If our activities are successful," says Nancy Englander, the trust's director of program planning and analysis, "the presentation, understanding, and conservation of works of art—as well as the fundamental presence of art in our lives—will have been enhanced."

■

It was in the early 1950's that J. Paul Getty, the reclusive billionaire oilman and art aficionado, established an educational trust to take charge of his personal art collection and open it to the public.

In 1954 the collection—mostly Greek and Roman antiquities, Renaissance and Baroque paintings, and examples of French decorative arts—was put on exhibition in a wing of the Spanish-style residence on the Getty estate just off the Pacific Coast Highway here.

Two decades later it was moved to a new museum elsewhere on the estate. Designed to resemble what Mr. Getty called "a typical Roman villa," the museum was an almost exact re-creation of the Villa of the Papyri at Herculaneum, which was destroyed in the eruption of Mount Vesuvius that also claimed Pompeii. While some critics derided the structure, the public liked it, and the building came to be seen as one of the pieces at the exhibition, as much a part of the "Getty collection" as the works of art it housed. Soon it was one of the more popular attractions in a city with no shortage of things to see and do.

Although Mr. Getty, who died in 1976,

Continued on Page 12, Column 1

IDEAS

By Zoë Ingalls

- **U. of Montevallo relies on steam produced by a wood-burning boiler**
- **Faculty members at U. of Louisville use a free typing service**
- **'Hunger banquet' held by students at St. John's U. in Minnesota**

UNTIL LAST YEAR, the University of Montevallo heated and cooled buildings on its campus using natural gas. But rising prices began to strain the university's budget: Between 1975 and 1981, the bill for natural gas rose from $90,000 to $450,000.

Now the university relies on steam from a wood-burning boiler system (*right*). In 1983-84, the first full year of operation, the new system saved the institution more than $400,000.

ANDY RUSSELL

The system was designed by an engineering company, with the assistance of the late Holland Floyd, director of the university's physical plant for 10 years before his death this year. In addition to working on the design, Mr. Holland managed to secure a $1.2-million government loan to help finance the project.

A local timber company supplies the processed wood waste that is used to fire the system.

For more information, contact John Blackwell, acting director of the physical plant, University of Montevallo, Station 320, Montevallo, Ala. 35115.

▪

WHAT ARE the options for faculty members who need a book manuscript, the first draft of a scholarly article, or a conference speech typed and proofread in a hurry?

For most, the choices are few and unsatisfactory: They can do it themselves, taking valuable time away from other pursuits. They can wait for the department secretary to find the time. They can pay a professional service.

Faculty members at the University of Louisville have a fourth and more workable option: They can take advantage of a typing and proofreading service provided by the university that is fast, accurate, and free.

The typing is done by students, who work from 5 p.m. to 9 p.m., four days a week, using word processors in administrative offices that would normally be vacant at night. The proofreading is done by professionals. Their work and the students' is supervised by three administrative-staff members.

A faculty member who wants to use the service brings in a draft—handwritten, roughly typed, or on tape—and consults with one of the supervisors about form—whether to follow rules set out in the Chicago *Manual of Style*, for example, or those prescribed by the Modern Language Association.

The students type a clean copy of the draft, which is then proofread, corrected, and finally returned to the faculty member. For some faculty members, that is the end of the process. Others revise their copy and resubmit it for typing, and the process begins again.

The average turnover time for a 50-page draft is seven working days. The service processes about 25 manuscripts of varying length in a month. The students have typed highly technical and scientific papers, as well as some in foreign languages.

The typing and proofreading service, which has been in operation since 1979 and is formally named the Academic Professional Development Service, has three broad purposes, according to Sharon Mills, one of the supervisors. In addition to the service aspects, it is intended to encourage faculty members to write and publish more—"which would be an advantage also for the university," as Ms. Mills puts it—and to provide jobs for students, who are paid by the hour for their work.

"When we first advertised the service," Ms. Mills says, "faculty members were concerned because 'It would just be a student' doing the typing." In fact, she says, "they are not just students who come in and start typing. They are trained information processors"—trained in using the machines and the various manuscript styles. Ultimately, the quality of their product did the most to allay those initial faculty fears, she says, and now "We get excellent reviews."

For more information, contact Sharon Mills, supervisor, Academic Professional Service, University of Louisville, Room 105, Administration Building, Louisville, Ky. 40292.

▪

STUDENTS at St. John's University in Minnesota held a "hunger banquet" to call attention to the problem of world hunger and to promote a fast held the following day to raise money for a hunger-relief organization.

Students attending the banquet were divided into three groups, intended to symbolize various proportions of the world's population:

13 per cent of the students, representing people who live in high-income countries, received a full-course meal.

27 per cent, representing the people living in middle-income countries, received a bowl of rice with sauce.

60 per cent of the students, representing those people who live in poor countries, received a bowl of rice with water.

The next day, over 800 students fasted for at least one meal; some for all three. Together, they raised some $1,200.

For more information, contact Brother Geoffrey Fecht, associate minister, campus ministry, St. John's University, Collegeville, Minn. 56321.

Tenure at Vanderbilt U.

Continued from Page 23

plaining the university's tenure standards, so that various schools within the institution and outside reviewers are "made aware of Vanderbilt's expectations."

The standards formally indicate that Vanderbilt will offer tenure only to faculty members who demonstrate excellence in both teaching and scholarship, "not either/or," said James F. Blumstein, a law professor and chairman of the committee that drafted the report.

An emphasis on research was one of the sticking points in the first draft of the document. At the time, professors questioned whether Vanderbilt was moving too quickly to establish itself as a premier research institution, at the expense of its younger faculty members and its reputation as a fine teaching university.

In letters to the chancellor, angry faculty members also charged that the ambitious plan would add too much bureaucracy to the appointments process. They said it would, in effect, require the university to consider whether there is any better candidate available anywhere before filling the tenured slot (*The Chronicle*, April 18, 1984).

The revised plan allays those concerns, Mr. Blumstein said.

"We're not asking who is out there whom we should be looking at," he said. "We're asking, Is this person and his or her achievements enough to warrant tenure at nationally prominent institutions?"

Senate to Reply in Fall

In its report, the committee included a passage urging careful scrutiny if a faculty member engages in "a flurry" of scholarship just before he or she is scheduled for evaluation.

Because tenure is "a 40-year bet on the productivity of people," Mr. Blumstein said, "you have to wonder if, after they've crossed this hurdle, they'll just go back to where they were before."

The interaction of standing and *ad hoc* committees in the process will guarantee both excellence and "institutional memory," he added.

Members of Vanderbilt's faculty senate, which will offer a formal response in September, were cautious in reacting to the report.

"It's a little better than it was the first time around, but I'm disturbed by some aspects," said Charles F. Delzell, a professor of history.

Mr. Delzell called the creation of universitywide panels "clumsy and unwieldy," and he questioned whether Vanderbilt was "moving too fast with so much emphasis on research and publication."

However, the faculty-senate chairman, Sidney Harshman, predicted that "the main thrust of the report will not only be adopted, but will be enthusiastically accepted."

New Faculty Ranks

Aside from its recommendations on tenure, the committee suggested the creation of several new faculty ranks—including the title of "professor cum laude."

That position would "fill a void" for faculty members who have reached the rank of full professor and must remain there until they become "distinguished professors" or retire, according to the report. Mr. Blumstein compared the title to industry's use of senior vice-presidencies and the like.

A career track parallel to that of professors—but without tenure—would be created for lecturers, who could attain the position of "senior lecturer," a three-year appointment.

The practical component involved in teaching certain subjects would be reflected in the creation of titles such as "Instructor of the Practice of Corporate Learning" or "Professor of the Practice of Clinical Law." Faculty members holding those posts would not be on the tenure track.

The committee also proposed increased support—ranging from salary bonuses to liberalized sabbatical and research-leave policies—for faculty members.

The report recommends a formal review of each tenured professor every five to seven years.

It also suggests that all faculty members, tenured or not, attend one professional meeting per year.

—SCOTT HELLER

Supplemental Data on Salaries for Faculty Members in 1984-85

This table supplements the Fact-File of 1984-85 average salaries for full-time faculty members, published in *The Chronicle*, April 24. It includes corrected figures for Villa Maria College in Pennsylvania.

The figures, reported in thousands of dollars, have been adjusted to a nine-month basis. A blank indicates that there are no faculty members at that rank, and a dash appears when there are five or fewer faculty members at that rank. The figures were tabulated for the American Association of University Professors by Maryse Eymonerie Associates of McLean, Va.

ALASKA	Prof	Assoc Prof	Asst Prof	Inst
U of Alaska				
Anchorage, IIA	52.8	41.7	34.4	30.0
Fairbanks, IIA	57.6	47.0	38.7	31.6
Juneau, IIB	—	44.7	37.0	—
Anchorage CC, IV				43.0
Chukchi CC, IV				48.8
Islands CC, IV				38.7
Kenai Peninsula CC, IV				41.5
Ketchikan CC, IV				35.8
Kodiak CC, IV				49.1
Kuskokwim CC, IV				51.6
Matanuska CC, IV				39.2
Northwest CC, IV				—
Prince William Sound CC, IV				40.7
Tanana Valley CC, IV				43.9

ARKANSAS	Prof	Assoc Prof	Asst Prof	Inst
Southern Baptist C, IV				13.1
CALIFORNIA				
American Baptist Sem of the West, IIC	34.7			
De Anza C, IV				37.2
Foothill College, IV				36.9
ILLINOIS				
State CC, IV				21.3
PENNSYLVANIA				
Villa Maria C, IIC	—	19.1	17.7	13.5
TEXAS				
Austin C, IIB	33.4	25.9	22.9	20.6
Episcopal Theology Sem Southwest, IIC	28.0	—		
Saint Edward's U, IIB	26.7	22.6	17.9	—
WASHINGTON				
Big Bend CC, IV				27.8
Central Wash U, IIA	34.0	28.5	23.7	—
Centralia C, IV				28.3
Clark C, IV				25.6
Everett CC, IV				26.1
Fort Steilacoom CC, IV				24.8
Green River CC, IV				30.0
Heritage C, IIA	—	22.6	19.7	—
Lower Columbia C, IV				23.8
Lutheran Bible Inst, IIC				20.0
Northwest C Assemblies of God, IIC	—	—	24.4	—
Olympic C, IV				27.0
Saint Martin's C, IIB	—	21.7	18.1	—
Shoreline CC, III	28.2			21.1
S Puget Sound CC, IV				24.6
Spokane Falls CC, IV				26.2
Walla Walla CC, IV				23.8
Wenatchee Valley C, IV				24.8

Side-lines

Fifteen boosters of the University of Florida's football program have been asked by Bill Carr, the university's athletic director, to steer clear of players.

The boosters were implicated in January in a series of violations of National Collegiate Athletic Association rules. Florida's football program received a set of severe penalties, including cuts in scholarships and a ban on appearances in bowl games and on live telecasts. The N.C.A.A. found the football program guilty of many recruiting infractions and of giving athletes extra benefits.

Among those receiving a letter was George Steinbrenner, owner of the New York Yankees, the professional baseball team. He was cited by the association because five years ago, it was charged, he gave free accommodation and $30 in spending money to two Florida players who were working at a Yankee training camp in Fort Lauderdale.

Some of the letters sent to other boosters also cited cash payments to players and further requested that they not arrange to buy tickets from athletes at the university.

◆

Two universities are bitterly trading charges of basketball recruiting improprieties. At issue are allegations that the University of Louisville's coaching staff conspired to have a University of Georgia basketball star, Cedric Henderson, released from his Georgia scholarship so he could play for Louisville.

Georgia has been placed on a year's probation by the N.C.A.A. for illegally recruiting Mr. Henderson, who has been stripped of his eligibility to play, pending an appeal.

In its official response to the charges leveled by the N.C.A.A., Georgia said Louisville coaches had conspired with one of Louisville's representatives to get Mr. Henderson to make the allegations to the N.C.A.A. in November 1983, shortly after he committed himself to attend Georgia. The intent, the university charged, was to get Mr. Henderson released from the commitment so he could attend Louisville.

Louisville's basketball coach, Denny Crum, denied any improprieties. "Louisville did not break a single rule while we were recruiting Henderson," he said. "And I'm willing to take a lie-detector test to prove it."

◆

Videocassettes of a "drug-awareness clinic" held earlier this year by the National Association of Collegiate Directors of Athletics are now available for use by college athletic departments.

The seminars featured presentations by representatives of the Federal Bureau of Investigation and the Drug Enforcement Administration.

The 30-minute tapes, which are available in half-inch and three-quarter-inch formats, can be obtained from Tim Gleason, NACDA Foundation, P.O. Box 16428, Cleveland, Ohio 44116. They are being distributed free of charge on a first-come, first-served basis.

Athletics

Deaths and Catastrophic Injuries in Football Are Declining in High Schools and Colleges

However, experts recommend several additional safety measures at practices and games

CHAPEL HILL, N.C.

The number of deaths and permanent cervical-cord injuries in college and high-school football continued last year on a downward trend, according to two new surveys.

In 1984, there were five "direct" deaths, three "indirect" deaths, and five permanent cervical-cord injuries. Direct deaths are defined as those that result directly from participation in football, while indirect deaths are those caused by systemic failure as a result of exertion while participating in football or by a complication that was secondary to a non-fatal injury.

The surveys were conducted by Frederick O. Mueller and Carl S. Blyth, professors of physical education at the University of North Carolina at Chapel Hill, and Richard D. Schindler, assistant director of the National Federation of State High School Associations.

One Death in College Football

All five direct deaths resulted from head injuries, while the three indirect deaths resulted from heat stroke.

Only one of the direct deaths, and none of the indirect deaths or injuries, occurred in college football. A 21-year-old football player, who was not identified, died in October last year, 10 days after receiving blows to the head in the first and fourth quarters of a game, and then collapsing on the sideline. The cause of death was subdural hematoma, which occurs when bleeding beneath the membrane that surrounds the brain puts pressure on the brain and causes neurological damage.

For the first time, a survey was made of non-fatal cerebral injuries that resulted in permanent disability. Five such injuries took place at high schools and two at colleges. Most of them occurred during tackling.

Football Deaths and Permanent Cervical-Cord Injuries in College and High School

	Injuries	Direct Deaths	Indirect Deaths
1977	12	9	6
1978	12	9	9
1979	11	4	9
1980	12	9	4
1981	8	7	6
1982	9	7	10
1983	12	4	8
1984	5	5	3

Injuries and Direct Deaths in College Football per 100,000 Participants

	Permanent Injuries	Direct Deaths
1977	2.67	1.33
1978	0.00	0.00
1979	4.00	1.33
1980	2.67	0.00
1981	2.67	2.67
1982	2.67	0.00
1983	1.33	0.00
1984	0.00	1.33

The authors of the survey report pointed out that the incidence of permanent cervical-cord injury had decreased dramatically in 1984, and that the incidence of death and injury related to football was very low (see tables).

They also made several recommendations for increased safety for players. Among them:

► "Mandatory medical examinations and medical history should be taken before allowing an athlete to participate in football. The N.C.A.A. recommends a thorough medical examination when the athlete first enters the college athletic program and an annual health-history update."

► "All personnel concerned with training athletes should emphasize proper, gradual, and complete physical conditioning. Particular emphasis should be placed on neck-strengthening exercises."

► "A physician should be present at all games and practice sessions. If it is impossible for a physician to be present at all practice sessions, provision should be made to handle emergencies."

► "All personnel associated with football should be aware of the problems and

Continued on Following Page

Southern Methodist U., Under NCAA Investigation, Could Be Test Case for Proposed Stiff New Penalties

DALLAS

Southern Methodist University, which the National Collegiate Athletic Association has put on probation five times since 1958 for rules violations, appears headed for new sanctions.

If so, the university could become a test case for proposed stiff new penalties for repeat offenders that will be voted on at this month's special N.C.A.A. convention.

One proposal would permit the association to suspend an entire sports program for up to two years if an institution found guilty of major rules violations had been on probation in the previous five years. Southern Methodist's most recent probation ended in 1981.

Southern Methodist's football program has been under investigation by the N.C.A.A. for more than two years.

NCAA Refused Comment

While the N.C.A.A. refused to comment on its investigation of Southern Methodist, L. Donald Shields, president of the university, confirmed last week that he had received a letter detailing the findings and recommendations of the N.C.A.A. committee on infractions. The letter is under review, Mr. Shields said. When the review is completed, university officials will determine a response. He would not elaborate on what the letter accused the university of doing.

The investigation of the Southern Methodist football program began in 1983, after allegations of illegal recruiting and improper alumni financing of cars owned by football players. Kathy Costello, vice-president for university relations, said university officials had already spent two days before the infractions committee, defending the institution against the charges.

13 universities now are under N.C.A.A. sanctions for rule violations. See Page 28.

When the official report has been reviewed, the university has the option either to accept it or to appeal it. In the latter case, Ms. Costello said, "it goes back under study until late summer."

If Southern Methodist chooses not to appeal, or loses an appeal, the university could find itself in a precarious position because of its past probations.

If passed by the N.C.A.A. convention this month, the proposal to suspend programs of repeat offenders would go into effect on September 1. Officials of the N.C.A.A. last week refused to speculate on the possible effects on Southern Methodist. So did Ms. Costello. —CHARLES S. FARRELL

N.J. Congressman Seeks to Give Tax Break Only to Colleges Graduating Most Players

By CHARLES S. FARRELL

WASHINGTON

A Congressman has proposed that federal tax deductions not be allowed for contributions to a college's athletic department or sports-booster clubs if the institution does not graduate at least 75 per cent of its scholarship athletes.

Rep. James J. Howard, a New Jersey Democrat, in introducing his "College Athlete Education and Protection Act," said, "Considering the dismal graduation rate of college athletes at some institutions, I believe it is time for the federal government to reconsider whether or not such tax benefits, given under the guise of advancing education, are warranted or deserved."

Under current tax law, donations to ath-

Continued on Page 30, Column 1

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News Summary

Articles on inside pages

Scientists in the United States and Canada have warned government leaders that the "Star Wars" defense plan could escalate the nuclear-arms race. Story on Page 7.

Officials of the National Science Foundation have been asked, as an "intellectual exercise," to outline their ideas for organizing a greatly expanded agency. Story on Page 19.

A House subcommittee opened hearings last week on the extension of the Higher Education Act. Story on Page 19.

Maryland and the Department of Education have settled their dispute over desegregating the state's public colleges. Story on Page 20.

Summer offers enough slack time for college presidents to fit in some leisure reading. Story on Page 21.

Members of the College Football Association have endorsed the principle of stronger enforcement of N.C.A.A. rules. Story on Page 25.

The track program at the University of Oregon is one reason why the city of Eugene can claim to be "the track-and-field capital of America." Story on Page 25.

Britain must scale down its system of higher education and link it more closely to the needs of business and industry, according to a government report. Story on Page 29.

France has announced a campaign to overhaul and expand technological education in an effort to increase the number of engineering graduates. Story on Page 29.

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REACTION TO U.S. PROTESTS

Anti-Apartheid South Africans Are Split on Outside Sanctions

By **HELEN ZILLE**

CAPE TOWN

Efforts in the United States to apply economic sanctions against South Africa—including demonstrations on U.S. campuses—have become a central political issue among opponents of apartheid here.

Demands from American students that their colleges and universities sell stocks in companies doing business in South Africa have received widespread coverage in the nation's newspapers, and the Senate Foreign Relations Committee's call this month for the immediate application of limited economic sanctions was greeted with banner headlines.

South African groups opposed to apartheid disagree over the benefits of such steps. The unions representing black workers, who would be directly affected if foreign companies closed their South African plants, have challenged the moral right of American businesses or universities to make unilateral decisions that could affect the welfare of workers.

Unlike much of the anti-government debate in South Africa, the controversy over divestment and other economic sanctions does not break down into a liberal-radical split. Liberals and Marxists—and those who fall somewhere between those two poles of anti-government opinion—are to be found among both the opponents and supporters of sanctions.

For example, some Marxists argue that disinvestment—the withdrawal of all investments in South Africa by foreign businesses—would retard the growth of the black industrial working class and thus undermine what they view as the developing "class struggle" in South Africa.

Most liberal commentators oppose disinvestment and other economic sanctions

Continued on Page 31, Column 1

Protracted Civil Strife Is Taking Its Toll at Beleaguered American U. of Beirut

By **PAUL DESRUISSEAUX**

The very existence of the American University of Beirut is being threatened by the continuing strife in Lebanon, some close observers say.

It is not so much its day-to-day operations that are imperiled—although its financial needs have become more severe as the fighting drags on. Rather, it is the *idea* of the 119-year-old university—its essential character as an independent institution dedicated to the free and open exchange of ideas—that some say is now at risk.

The American University, located in mostly Moslem West Beirut, has managed over the past 10 years to operate with few interruptions and little interference, in spite of the civil war. An island of calm in a turbulent sea, it has been a place of pluralism and tolerance, a sanctuary.

The best known and most respected Western institution of higher education in the Middle East, A.U.B. is often described as one of the last "open windows" in an Arab world that is being reshaped by a tide of religious fundamentalism.

But with increasing frequency in the last 18 months, the university has been victimized by the actions of those who fervently believe such windows should be closed.

The violence that has been directed at the university and its personnel—including, just two weeks ago, the murder of a faculty member and the abduction of an administrator—are but one sign of the ero-

Continued on Page 30, Column 1

$5-Billion Sale Makes Institute Richest Charity

Hughes unit sells company; boon for medical research

BETHESDA, MD.

The Howard Hughes Medical Institute here will become the world's richest private research organization with the sale, announced last week, of its sole asset, the Hughes Aircraft Company, to the General Motors Corporation for an estimated $5-billion in cash and stock.

Observers say the transaction could ultimately result in a program of private support for medical research that would be unprecedented in its scope.

The institute's president, Donald S. Fredrickson, said he envisioned its operating both as a grant-making foundation and as a medical-research organization.

"This is an event of very great significance for medical research," said Robert M. Rosenzweig, president of the Association of American Universities. "It's not every day that an organization of this size is created. It will have a great deal of money to spend, and the way the institute defines its mission and executes it will have a serious effect on both medical research and medical education."

Until now the institute has specialized in supporting basic research in only four areas: genetics, immunology, metabolism, and neuroscience.

Spending Would More than Double

Mr. Fredrickson said the proceeds from the Hughes Aircraft sale would "more than double" the $100-million the institute is spending on medical research in 1985.

General Motors won out over the Ford Motor Company and the General Electric Company in secret bidding for Hughes Aircraft. A Wall Street brokerage house, Morgan Stanley & Company, conducted the sale for the medical institute.

Hughes Aircraft last year had revenues

Continued on Page 28, Column 1

University Education Deans Seek Elite Corps of Schoolteachers

By **ROBERT L. JACOBSON**

RACINE, WIS.

Education deans from 23 public and private research universities generally agreed here last week to seek a dramatic new role for their institutions in the preparation of elementary- and secondary-school teachers.

The plan, which is not yet in final form, would rule out undergraduate majors in education at the participating universities and create, instead, an elite corps of highly trained "career" and "professional career" teachers. Their credentials would include an undergraduate major in a "standard academic subject normally taught in the schools," a master's degree in teaching or education, a "substantial" period of internship, and—at the most advanced level—a second postgraduate degree in a specialized area of professional education.

The deans suggested that, in light of a coming teacher shortage and with many of the nation's 1,300 teacher-education institutions under attack for producing ill-qualified graduates, the "special knowledge, enhanced status, and quality of students" characteristic of research universities could significantly bolster the teaching profession.

Under the plan, education schools and colleges in the deans' group—which has 28 members, including three campuses of the University of California; the Universities of Chicago and Wisconsin; and Columbia, Harvard, and Michigan State Universities—would produce perhaps 5 to 10 per cent of the nation's schoolteaching force, with an eventual expansion to include flagship universities and other research institutions in every state that would raise the estimated output of teachers to 20 per cent of the total.

An underlying theme is that more serious involvement in teacher education by

Continued on Page 16, Column 1

Faculty Working Conditions Found Holding Steady

The deterioration in working conditions noted in a 1982 *Chronicle* survey of faculty members has been arrested, a new survey has found. Story on Page 21 and table on Page 22.

'In' Box

A "Kafkaesque" breakdown in communications led to bitter controversy over the creation of a new tenure policy at Texas Tech University, says the report of a special investigating committee of the American Association of University Professors.

The panel found that "inadequate" mechanisms for faculty participation led to a "breakdown of mutual confidence" on the tenure issue.

In particular, the report criticized the university administration for communicating issues of academic policy in an "institutional" fashion—with messages relayed from the president and trustees on down—rather than in a collegial manner. The controversy culminated last year in a faculty vote of "no confidence" in President Lauro F. Cavazos (*The Chronicle*, November 21, 1984).

John E. Birdwell, chairman of the board of regents, took exception to the report, which the A.A.U.P.'s Committee T on College and University Government approved for publication in the May-June issue of *Academe*. In a footnote to the report, he criticized its "repetitious conclusion that the faculty role in governance is one beyond advisory."

•

Marketing higher education is the subject of the première issue of a new journal published by the American Association of University Administrators.

Making its debut this week at the association's annual conference, the *Journal for Higher Education Management* reflects a "recognition that administrators of higher education today not only implement policy, but participate significantly in the development of policy," said Ronald H. Stein, co-editor and assistant to the president of the State University of New York at Buffalo.

The journal will emphasize the practical, Mr. Stein said. The first issue includes an article on the market-planning process, a software review, and a statistical analysis of how students perceive an institution's quality in relation to its price.

•

When it comes to income tax, few will argue with Jerold L. Waltman, professor of political science at the University of Southern Mississippi.

"The making of tax policy is much like a series of games. Every few years political and/or economic circumstances lead tax policy makers into a rewriting of the revenue code," says Mr. Waltman in his new book, *Political Origins of the U.S. Income Tax*.

"As the resulting bill proceeds through the maze of legislative politics, the game becomes intense and complex. When the bill is finally sent to the president, the participants are usually exhausted."

However, says Mr. Waltman, "no one is ever entirely satisfied, and preparations begin almost immediately for the next encounter."

Mr. Waltman's book is available for $12.50 from the University Press of Mississippi, 3825 Ridgewood Road, Jackson, Miss. 39211.

Personal & Professional

Resources for Faculty Travel, Clerical Help, and Research Aid Reported Holding Steady

Only 32 pct. of professors in poll say travel funds fell in 1984; 53 pct. said so in 1982

By JEAN EVANGELAUF

The resources that academic departments could devote to professional travel, clerical help, and research assistance held steady from 1983 to 1984, according to a *Chronicle* survey of faculty members—indicating that the deterioration in working conditions noted in an earlier *Chronicle* survey has been arrested.

Compared with results from a poll covering 1980 to 1982, fewer faculty members reported decreases in library acquisitions and in money for travel, equipment, and secretarial and research assistance.

In 1984, for example, only 32 per cent of those polled said that money for travel was down, compared with 53 per cent in 1982. In the new survey 15 per cent noted drops in periodical subscriptions, compared with 29 per cent in 1982.

In the new survey, 6 in 10 said the number of faculty positions and the number of course offerings had held steady.

Faculty members in the increasingly popular fields of business and engineering reported the greatest growth in faculty hiring. One-third of the business faculty members and nearly half of those in engineering said the number of positions in their departments had risen.

In business, 35 per cent said the number of majors was up, and 23 per cent said that academic prerequisites for majors in their departments had increased.

Nearly one-third of engineering faculty members said more students were majoring in their discipline, with 23 per cent noting more prerequisites.

Over all, 17 per cent of the faculty members said prerequisites had increased from 1983 to 1984.

Student interest dropped most sharply in the fine arts, the survey found. Over one-third of the fine-arts faculty members reported fewer majors, and nearly 30 per cent said that the number of course offerings had declined.

Despite that, 7 in 10 said the number of faculty positions in fine arts had held steady.

In all of the disciplines, more faculty members indicated increases in library services than noted reductions. In the social sciences, for example, 21 per cent said such services were up, while 9 per cent said they were down.

Replacement and renewal of equipment is a problem in most disciplines, the survey responses indicated. In the sciences, for example, 3 in 10 faculty members said such efforts had declined from 1983 to 1984, with 18 per cent noting increases. Only in business and engineering did faculty members report more increases than decreases in efforts to replace equipment.

In the new *Chronicle* survey, compared with the earlier one, fewer faculty members reported decreases in spending for equipment and supplies and in maintenance of buildings and facilities.

In the 1982 survey, about 4 in 10 said that equipment budgets had declined, compared with about one-quarter in the 1984 survey. About 31 per cent in the earlier survey said maintenance had decreased, compared with 23 per cent in the later one.

The survey was conducted for *The Chronicle* by John Minter Associates, a research company based in Boulder, Colo.

The results are based on the responses of 1,866 faculty members who offered courses in the fall of both 1983 and 1984. The figures are weighted to include faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students.

Results of the Chronicle Survey are shown in a table on the following page.

Summer Reading Lists for College Presidents: Churchill and Nixon, 'Excellence' and Fiction

By LIZ McMILLEN

"The best time I have to read is when I fly to and from Washington," says Stephen Horn, president of California State University at Long Beach, who crosses the country once or twice a month. "On a five-hour trip, I can usually read half a book. It's quiet and I'm up in the air where no one can get to me."

Such is the life of a college president, in which leisure reading is often taken in quick snatches on airplanes, between meetings, or during "working" vacations.

However, from now until September—a period when the burdens of their jobs will ease slightly—presidents say they hope to have time to dip into the latest books or to return to the classics.

Time for Some 'Fun Reading'

"During the year, my free time is filled with ceremonial activities or other work," says John L. Brown, president of the University of South Florida. "In the summer, there is less work to do in the non-working hours."

Adds Ellen V. Futter, president of Barnard College, "There is enough of a difference in the pace to sandwich in some fun reading."

"Fun reading" for many chief executives doesn't mean settling in with the latest Sidney Sheldon or Robert Ludlum best

Continued on Following Page

Ellen V. Futter
Barnard
College

THOMAS VICTOR

Betsey Brown, by Ntozake Shange (St. Martin's Press).

Bright Lights, Big City, by Jay McInerney (Random House).

The Cider House Rules, by John Irving (William Morrow & Company).

Hotel du Lac, by Anita Brookner (Pantheon Books).

House of the Spirits, by Isabel Allende (Alfred A. Knopf, Inc.).

Love Medicine, by Louise Erdrich (Holt, Rinehart & Winston).

The March of Folly: From Troy to Vietnam, by Barbara Tuchman (G. K. Hall & Company).

Men and Angels, by Mary Gordon (Random House).

A Passion for Excellence: The Leadership Difference, by Thomas J. Peters and Nancy K. Austin (Random House).

The Weaker Vessel: Woman's Lot in Seventeenth Century England, by Antonia Fraser (Alfred A. Knopf, Inc.).

Ronald W. Roskens
University
of Nebraska
system

UNIVERSITY OF NEBRASKA

All the Strange Hours: The Excavation of a Life, by Loren Eiseley (Charles Scribner's Sons).

Benjamin Franklin: A Biography, by Ronald W. Clark (Random House).

Breaking with Moscow, Arkady N. Shevchenko (Alfred A. Knopf, Inc.).

Broken Brain: The Biological Revolution in Psychiatry, by Nancy C. Andreasen (Harper & Row, Publishers).

In War's Dark Shadow, by W. Bruce Lincoln (Doubleday & Company).

The Liberator, by Augusto Mijares (North American Association of Venezuela).

Managing, by Harold Geneen and Alvin Moscow (Doubleday & Company).

Son of the Morning Star: Custer and the Little Bighorn, by Evan S. Connell (North Point Press).

The last three volumes of *Jefferson and His Time*, by Dumas Malone (Little, Brown & Company).

Summer Reading Lists for College Presidents

Continued from Preceding Page

seller, although some may do that. In general, presidents say, they prefer to take on more weighty works.

Biographies and historical books, for example, were popular choices among several chief executives interviewed by *The Chronicle*.

Their lists included Barbara Tuchman's *The March of Folly*, Robert Massie's *Peter the Great*, David Wyman's *The Abandonment of the Jews*, and Robert A. Caro's *The Years of Lyndon Johnson*.

A few presidents plan to sample the recent spate of management and business books. The favorite this summer appears to be *A Passion for Excellence* by Thomas J. Peters and Nancy K. Austin.

Some, like Ms. Futter, "an old English major," look forward to reading current fiction. John Irving's *The Cider House Rules* pops up on her list, as well as on those of other administrators. Gore Vidal's *Lincoln* is also popular.

Piles of Reading Matter

Donald G. Phelps, chancellor of the Seattle Community College District, also prefers contemporary books. "I'm not into the great works of literature," he explains. "I had enough of that in college."

More often than not, many chief executives also face daunting stacks of magazines and journals that have piled up during the year.

Mr. Brown, for example, hopes to tackle not only six novels, but also an "eight-inch stack of *New Yorkers*, *American Scientists*, and *Physics Todays*."

One president, Christopher N. Breiseth of Wilkes College, is helping his daughter develop her own reading list. "I read *Richard Scarry's Best Word Book Ever* to my five-year-old daughter, Lydia, every night," he says. "It's helping her learn how to read."

Even though summer may be more relaxed, the best of plans are sometimes postponed—often until next summer.

Mr. Brown figures he will "bat about .500. I'll read two or three of the books on my list.

"I used to read a novel every six weeks," he adds. "Since I've been a president, I can get through maybe a couple of novels a year."

"I usually cannot finish everything I set out to read because I am frequently sidelined by other books," says Alfred Gottschalk, president of Hebrew Union College. "I haunt bookstores, and if I find something good, I consider it a triumph."

Following are summer reading lists reported by a sampling of college and university presidents:

Patrick J. O'Rourke
University of Alaska at Fairbanks

Anatony of Power, by John K. Galbraith (Houghton Mifflin Company).

Betrayers of the Truth: Fraud and Deceit in the Halls of Science, by William Broad and Nicholas Wade (Simon & Schuster).

Churchill: Young Man in a Hurry, 1874-1915, by Ted Morgan (Simon & Schuster).

Critical Path, by R. Buckminster Fuller (St. Martin's Press).

Dancing Wu Li Masters: An Overview of the New Physics, by Gary Zukav (Bantam Books).

Education and Politics at Harvard, by Seymour M. Lipset and David Riesman (McGraw-Hill, Inc.).

Gödel, Escher, Bach: An Eternal Golden Braid, by Douglas Hofstadter (Basic Books).

Lincoln, by Gore Vidal (Random House).

Mists of Avalon, by Marion Z. Bradley (Dell Publishing Company).

The Years of Lyndon Johnson: The Path to Power, by Robert A. Caro (Random House).

Stephen Horn
California State University at Long Beach

Dream West, by David Nevin (Putnam Publishing Group).

Hiram Bingham and the Dream of Gold, by Daniel Cohen (M. Evans & Company).

Inca Land: Explorations in the Highlands of Peru, by Hiram Bingham (Houghton Mifflin Company).

Racehoss: Big Emma's Boy, by Albert Race Sample (Eakin Publications).

Real Peace, by Richard M. Nixon (Little, Brown & Company).

Struggle for National Identity in the Third World, by Kyu H. Rhee (Hollym International Corporation).

Twenty-Eight Years in the Life of a University President, by George Pettitt (University of California Press).

The Years of Lyndon Johnson: The Path to Power, by Robert A. Caro (Random House).

Years of Upheaval, by Henry Kissinger (Little, Brown & Company).

Witness to the Truth, by Nathan Shapell (David McKay Company).

Alfred Gottschalk
Hebrew Union College

The Abandonment of the Jews: America and the Holocaust, 1941-45, by David S. Wyman (Pantheon Books).

America in Search of Itself: The Making of the President 1956-1980, by Theodore H. White (Harper & Row, Publishers).

The Discoverers, by Daniel J. Boorstin (Random House).

The Fifth Son, by Elie Wiesel (Summit Books).

Hannah Arendt: For Love of the World, by Elisabeth Young-Bruehl (Yale University Press).

The New Diplomacy: International Affairs in the Modern Age, by Abba Eban (Random House).

Paradise as a Garden, by Eliza-

CHRONICLE SURVEY

Faculty Members' Views of Trends in Their Departments, 1983 to 1984

	Arts (a)	Humanities (b)	Social science (c)	Business (d)	Sciences (e)	Engineering (f)	Vocational education (g)	Physical education (h)	All fields
Number of authorized faculty positions:									
Increased	12%	22%	14%	33%	27%	47%	15%	10%	22%
Held steady	70%	61%	68%	59%	60%	43%	67%	64%	62%
Decreased	17%	16%	18%	7%	12%	8%	18%	26%	15%
Secretarial and clerical assistance:									
Increased	14%	12%	8%	15%	8%	19%	7%	7%	11%
Held steady	72%	70%	74%	74%	76%	71%	70%	72%	73%
Decreased	12%	16%	17%	11%	14%	10%	22%	16%	15%
Research and related assistance:									
Increased	10%	10%	12%	15%	12%	22%	11%	5%	12%
Held steady	60%	58%	62%	55%	60%	47%	51%	53%	58%
Decreased	16%	20%	18%	13%	16%	15%	21%	17%	17%
Funds for faculty travel:									
Increased	14%	17%	14%	14%	11%	15%	6%	7%	13%
Held steady	36%	45%	52%	52%	53%	50%	42%	47%	49%
Decreased	41%	32%	30%	29%	29%	24%	46%	37%	32%
Funds for faculty leaves with pay:									
Increased	5%	5%	5%	7%	4%	8%	4%	4%	5%
Held steady	60%	61%	62%	60%	65%	52%	50%	48%	60%
Decreased	15%	17%	16%	14%	13%	13%	23%	19%	16%
Number of course offerings:									
Increased	23%	25%	19%	32%	25%	30%	28%	28%	25%
Held steady	47%	56%	62%	57%	59%	52%	52%	41%	56%
Decreased	29%	19%	18%	11%	15%	17%	19%	30%	18%
Undergraduate enrollment:									
Increased	25%	36%	30%	37%	26%	33%	23%	20%	30%
Held steady	39%	39%	39%	41%	40%	41%	39%	45%	40%
Decreased	35%	23%	28%	20%	29%	25%	36%	31%	27%
Graduate enrollment:									
Increased	32%	22%	28%	30%	20%	43%	25%	13%	26%
Held steady	30%	47%	40%	34%	45%	41%	41%	38%	40%
Decreased	18%	19%	24%	17%	20%	7%	18%	23%	20%

(a) Includes architecture, cinema, dance, music, and theater.
(b) Includes classics, English, languages, journalism, literature, philosophy, religion, and speech.
(c) Includes education.
(d) Includes economics.
(e) Includes mathematics.
(f) Includes computer science.
(g) Includes agriculture, electronic and engineering technology, health, home economics, nursing, occupational and physical therapy, and textiles.
(h) Includes coaching and recreation.

	Arts (a)	Humanities (b)	Social science (c)	Business (d)	Sciences (e)	Engineering (f)	Vocational education (g)	Physical education (h)	All fields
Number of majors:									
Increased	19%	27%	24%	35%	19%	32%	22%	21%	25%
Held steady	40%	46%	47%	49%	48%	48%	43%	35%	48%
Decreased	35%	19%	23%	[illegible]	22%	16%	27%	32%	22%
Academic prerequisites for majors:									
Increased	16%	17%	17%	23%	14%	23%	17%	15%	17%
Held steady	77%	76%	79%	73%	81%	71%	76%	71%	77%
Decreased	4%	3%	2%	1%	2%	5%	2%	3%	3%
Control over academic personnel decisions:									
Increased	8%	8%	6%	5%	10%	7%	7%	7%	7%
Held steady	69%	58%	68%	75%	67%	73%	65%	72%	67%
Decreased	16%	27%	19%	14%	17%	13%	21%	15%	19%
Library holdings of periodicals:									
Increased	29%	26%	27%	32%	20%	33%	23%	32%	27%
Held steady	38%	46%	46%	46%	50%	44%	51%	45%	46%
Decreased	18%	17%	18%	9%	18%	10%	11%	7%	15%
Books and other library holdings:									
Increased	46%	44%	40%	40%	35%	42%	33%	35%	40%
Held steady	31%	35%	39%	39%	41%	37%	47%	43%	39%
Decreased	12%	10%	12%	8%	11%	7%	6%	7%	10%
Library services to faculty members:									
Increased	17%	18%	21%	18%	12%	15%	17%	23%	17%
Held steady	63%	67%	66%	68%	72%	69%	69%	62%	67%
Decreased	13%	10%	9%	4%	8%	7%	6%	4%	8%
Budget for equipment and supplies:									
Increased	20%	21%	21%	27%	23%	38%	14%	18%	23%
Held steady	48%	41%	48%	45%	48%	39%	43%	53%	44%
Decreased	28%	28%	26%	19%	25%	15%	37%	28%	26%
Replacement and renewal of equipment:									
Increased	16%	17%	16%	21%	18%	30%	13%	12%	18%
Held steady	47%	50%	53%	55%	47%	44%	52%	58%	50%
Decreased	32%	25%	25%	14%	31%	18%	30%	27%	25%
Maintenance:									
Increased	20%	20%	17%	15%	12%	18%	10%	19%	16%
Held steady	46%	56%	57%	66%	55%	57%	51%	49%	56%
Decreased	30%	21%	21%	12%	27%	18%	32%	29%	[illegible]

Note: Survey data are based on responses of 1,866 faculty members who offered courses in the fall of 1983 and 1984. The usable response rate of the survey was 31 per cent. A random sample was drawn from faculty lists that were revised in July 1984. Data are weighted by discipline and include faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students. Percentages may not add to 100 because "Don't know" responses are omitted.
Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

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News Summary

Articles on inside pages

A new computer network is necessary to give researchers access to supercomputers, experts warned last week. Story on Page 16.

The future of American science depends greatly on the vitality of liberal-arts colleges, a new study has found. Story on Page 18.

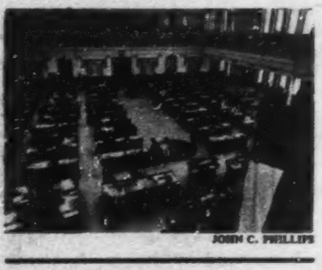
Lending agencies have criticized the Education Department's interpretation of a law to control use of tax-exempt bonds. Story on Page 19.

Faculty members at small liberal-arts colleges say they are torn between the ideal of research and the reality of teaching. Story on Page 23.

European leaders are likely to endorse a research effort designed to stop a brain drain to the U.S. "Star Wars" effort. Story on Page 29.

Robert L. Morris will assume a controversial endowed chair in parapsychology at the University of Edinburgh. Story on Page 7.

The University of Texas mounted a powerful lobbying campaign to keep the state legislature (*below*) from cutting appropriations for the system. Story on Page 12.



JOHN C. PHILLIPS

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Letters a Beirut Dean Wrote Home Before He Was Kidnaped

Thomas Sutherland, who was kidnaped in Beirut last week, was aware of the risks involved when he accepted his appointment as dean of agriculture at the American University of Beirut in the summer of 1983. So were his colleagues and friends at Colorado State University, where he had been a member of the faculty for 25 years before taking the A.U.B. post. In their first year in the Lebanese capital, Mr. Sutherland and his wife did their best to reassure their Colorado friends that they were safe and well.

Kidnaping of university official is the third in three weeks. Story on Page 29.

When a letter from the Sutherlands was received in Fort Collins, photocopies were made and distributed on the campus. The faculty and staff newspaper, *Comment*, even published several of the letters in its columns.

Here are excerpts from two of those letters, written by Mr. Sutherland in early 1984. The first was written shortly after Malcolm H. Kerr, the president of A.U.B., was killed outside his office door by unknown assassins.

•

From a letter of January 26, 1984:

We have almost hesitated to write again lest yet another tragedy befall us here in Beirut as it seems to have done just after mailing each letter to you all. This time the tragedy has been very per-

Continued on Page 32, Column 1

KEN WILLIAMS, COLORADO STATE U.

Thomas Sutherland: "It's easy to get away with murder here."

2 Universities Say Pentagon Distorted 'Star Wars' Roles

By KIM McDONALD

The presidents of two major research universities have accused top Pentagon officials of misrepresenting the roles of their institutions in President Reagan's Strategic Defense Initiative.

The presidents, Paul E. Gray of the Massachusetts Institute of Technology and Marvin L. Goldberger of the California Institute of Technology, said their universities had neither endorsed that undertaking, commonly known as "Star Wars," nor agreed to play a major role in it.

Pentagon officials made it appear that the two institutions had done so, the presidents complained, when the Defense Department announced that M.I.T. and Caltech were part of a "consortium" of major universities conducting research on the space-based missile-defense system. But

Continued on Page 20, Column 1

Charities Charge Gifts Would Drop 17 Pct. Under Reagan Tax Plan

By STACY E. PALMER

WASHINGTON

Donations to non-profit organizations would drop by about 17 per cent—or $11-billion—in 1986 if President Reagan's sweeping proposals to overhaul the federal tax code were enacted, according to an economic analysis of the plan released last week by leaders of charitable groups.

Exact projections of the effects on giving to higher education are not yet available, but some experts said colleges and universities would suffer more than many other eleemosynary organizations.

Under the present tax system, non-profit organizations could expect to receive about $66.3-billion next year, according to estimates issued by Independent Sector, an organization that represents about 600 such groups.

But only about $55.3-billion would be collected by charities in 1986 under the Reagan Administration's plan to lower tax rates and drop provisions that now provide generous tax breaks when people make donations to charitable organizations, predicted Lawrence Lindsey, an assistant professor of economics at Harvard University who prepared the projections for Independent Sector.

Gifts of Appreciated Property

In the tax plan he submitted to Congress last month, President Reagan proposed abolishing a provision in the tax code that allows people who do not file itemized tax returns to take deductions for their charitable contributions. He also proposed that certain gifts of property that have increased in value—known as appreciated property—in effect be subjected to taxation under a new minimum-tax provision.

Because only about 24 per cent of all taxpayers would probably file itemized returns under the President's plan—com-

Continued on Page 21, Column 1

6 in 10 Americans Think College Sports Are Overemphasized, Survey Finds; 187 Presidents Are Expected at NCAA Meeting this Week to Weigh Reforms

Opinion Survey

RICHMOND, VA.

Sixty per cent of Americans think college sports are overemphasized, a public-opinion poll indicates.

The survey, conducted last month by Media General, Inc., headquartered here, found that only 33 per cent of the respondents felt that college athletics were "emphasized about right." Two per cent felt that sports were underemphasized, and five per cent were unsure.

While percentages varied among population groups, the feeling that college sports are overemphasized was expressed by the following:

► 65 per cent of white-collar workers and 59 per cent of blue-collar workers.

► 56 per cent of people 18 to 34 years old and 66 per cent of those 55 to 64 years old.

► 67 per cent of college graduates and 48 per cent of those who had not graduated from high school.

► 44 per cent of blacks and 62 per cent of whites.

► 61 per cent of males and 59 per cent of females.

► 58 per cent of those who earn less than $20,000 a year and 63 per cent of those who earn more than $35,000.

The Associated Press/Media General survey was conducted not long after Tulane University abolished its men's basket-

Continued on Page 28, Column 1

NCAA Reforms

NEW ORLEANS

The National Collegiate Athletic Association is expecting at least 187 college presidents here this week for what some observers are saying is the most important meeting it has held in years.

The special convention, called by the association's presidents' commission in the midst of growing demand for reform of college sports, will vote on 12 changes in the N.C.A.A. rules that are aimed at tightening the control that colleges and universities exercise over their sports programs and imposing stiff penalties on violators.

Last week the association's staff mem-

Continued on Page 28, Column 4

Universities Say Pentagon Distorted 'Star Wars' Roles

Continued from Page 1

Pentagon officials, who confirmed that only one researcher at each of the two institutions had received a contract to perform basic research for the S.D.I. program, denied that including the two institutions as members of the "optical signal processing consortium" was an attempt to indicate endorsement of the program by the institutions.

"The contracts are not awarded to the individuals, but to the institutions," said Jan Bodanyi, a Pentagon spokesman. "We assumed that the contracts had been signed by someone at the universities with the authority to obligate it to such an effort."

Mr. Goldberger demanded in a letter last month to Lieut. Gen. James A. Abrahamson, director of the S.D.I. program, that the Pentagon correct the erroneous implication that Caltech was a major contractor.

Only one researcher there, Demetri Psaltis, an assistant professor of electrical engineering, had been awarded funds from the S.D.I. program, Caltech officials said, and his share was only $50,000 for six months, a small fraction of the $9-million the Pentagon said it would provide to the consortium over the next three years.

In addition, Caltech officials noted that Mr. Psaltis had actually applied to the University of Dayton Research Institute to support his work, which deals with computers. That institute, which is part of the consortium, sent Mr. Psaltis's application to the S.D.I. organization, which announced the award and used Caltech's name in the consortium without its consent, Caltech officials said.

"To be identified as a member of the consortium without even consulting us was totally inappropriate," said Donald R. Fowler, general counsel for Caltech.

Others Don't Object

John Caulfield, director of the center for applied optics at the University of Alabama in Huntsville, another of the universities identified as a member of the "consortium," said he did not believe the Defense Department had misrepresented Caltech or any other universities in naming the group, which also included Carnegie-Mellon University, Georgia Institute of Technology, Harvard University, and Stanford University.

Officials at Georgia Tech, Harvard, and Stanford said last week they had no strong objections to the inclusion of their institutions' names.

"The fact that the Star Wars people are calling it a consortium may be misleading, but I'm not upset by it," said Gerald J. Lieberman, dean of graduate studies at Stanford University.

"I wouldn't mind it if [General Abrahamson] had called and asked" for permission to include Georgia Tech in the consortium, said Joseph M. Pettit, president of Georgia Tech. "But I certainly wouldn't have vetoed it."

Mr. Caulfield, who played a major role in picking the researchers for the consortium and who serves as its technical director, said neither he nor Pentagon officials had considered such factors as the potential political influence of institutions or geographic distribution in forming the consortium. The primary concern, he added, was to get the best researchers for the project.

"It's individuals, not institutions, that count," he said. "The fact that the guy works at Caltech was incidental. If he were at Podunk U., Podunk U., not Caltech, would be on there."

But M.I.T. officials noted that James Ionson, the director of the S.D.I.'s Innovative Science and Technology Office, had specifically stated that he was trying to sell the Star Wars research program to Congress by demonstrating that first-rate researchers, such as those from M.I.T., were participants.

"It's probably something that's never been done, but this office is trying to sell something to Congress," Mr. Ionson was quoted as saying in a recent article in *Science* magazine. "If we can say that this fellow at M.I.T. will get money to do such and such research, it's something real to sell."

An assistant to Mr. Gray said that statement and the inclusion of M.I.T. as a member of the consortium had so irked the president that he charged in his commencement address this month that the Pentagon was engaged in a "manipulative effort to garner implicit institutional endorsement for S.D.I."

"What I find particularly troublesome," Mr. Gray told the graduating class, "is the effort to short-circuit the debate and use M.I.T. and other universities as political instruments in an attempt to obtain implicit institutional endorsement.

"This university will not be so used. Any participation at M.I.T. in S.D.I.-funded research should in no way be understood or used as an institutional endorsement of the S.D.I. program."

FACT–FILE

U.S. Funds for Colleges and Universities

The top 100 institutions in total federal obligations for fiscal 1983

WASHINGTON

One hundred institutions accounted for 73 per cent of the $7.4-billion "obligated" to colleges and universities by federal agencies in fiscal 1983.

Federal obligations are funds set aside for payment. Institutions do not always receive them in the year in which they were obligated.

About 77 per cent of the $7.4-billion went for science and engineering programs, with the bulk of that earmarked for research and development. Student financial assistance accounted for most of the rest of the federal aid.

Over all, federal obligations fell 15 per cent in 1983, primarily because of fluctuations in the amounts set aside for Pell Grants and Supplemental Educational Opportunity Grants. Those programs are funded on a multi-year basis. Obligations for research and development increased 10 per cent in 1983, reaching $5-billion.

	Research and development (a)		Total federal obligations (a)	
	Amount	Rank	Amount	Rank
Johns Hopkins U. (b)	$318,374,000	1	$331,855,000	1
Massachusetts Institute of Technology	178,706,000(c)	2	193,509,000	2
Stanford U.	140,090,000(c)	3	152,906,000	3
Howard U. (d)	8,777,000	119	144,807,000	4
U. of Washington	114,294,000	4	134,929,000	5
U. of California, Los Angeles	108,450,000	5	123,202,000	6
U. of California, San Diego	104,871,000	6	114,515,000	7
Cornell U.	93,644,000(c)	8	112,868,000	8
Columbia U., Main Division	101,006,000	7	112,097,000	9
U. of Wisconsin, Madison	93,568,000	9	111,709,000	10
Harvard U.	89,457,000	10	105,122,000	11
Yale U.	88,335,000	11	99,805,000	12
U. of Minnesota	74,102,000	16	99,748,000	13
U. of Michigan	81,248,000	13	95,902,000	14
U. of Pennsylvania	83,251,000	12	95,787,000	15
U. of California, Berkeley	75,293,000(c)	15	87,570,000	16
U. of California, San Francisco	75,718,000	14	86,669,000	17
Pennsylvania State U. (e)	61,798,000	19	83,940,000	18
U. of Illinois, Urbana-Champaign	60,836,000	20	77,022,000	19
U. of Chicago	62,318,000(c)	18	70,612,000	20
Ohio State U.	45,542,000	31	69,890,000	21
U. of Southern California	62,837,000	17	66,490,000	22
New York U.	51,975,000	25	63,732,000	23
Duke U.	55,619,000	23	62,225,000	24
Washington U.	55,574,000	22	62,223,000	25
U. of Texas, Austin	56,300,000	21	61,145,000	26
Michigan State U.	41,935,000	33	61,122,000	27
U. of Colorado	50,626,000	27	61,100,000	28
U. of Rochester	53,358,000(c)	24	60,557,000	29
U. of North Carolina, Chapel Hill	47,228,000	28	57,949,000	30
Yeshiva U.	51,279,000	26	57,519,000	31
U. of Pittsburgh	45,805,000	30	56,664,000	32
Gallaudet C. (d)	2,215,000	189	54,285,000	33
Texas A&M U.	35,407,000	46	54,205,000	34
U. of Arizona	40,110,000	36	52,738,000	35
Georgia Institute of Technology	45,835,000	29	52,141,000	36
Purdue U.	37,346,000	39	51,407,000	37
U. of Florida	35,549,000	44	50,675,000	38
U. of Iowa	41,121,000	34	49,289,000	39
U. of Utah	40,853,000	35	48,786,000	40
California Institute of Technology	$44,076,000(c)	32	$46,715,000	41
U. of Maryland, College Park	35,514,000	45	45,940,000	42
Boston U.	38,406,000	38	45,251,000	43
Case Western Reserve U.	38,438,000	37	43,547,000	44
Northwestern U.	37,284,000	40	42,540,000	45
Indiana U.	30,559,000	51	42,464,000	46
U. of Alabama, Birmingham	32,627,000	47	41,625,000	47
U. of California, Davis	35,729,000	42	41,434,000	48
New Mexico State U.	27,452,000	55	39,001,000	49
Oregon State U.	31,030,000	50	38,814,000	50
State U. of New York, Albany	14,324,000	92	38,570,000	51
Carnegie-Mellon U.	36,345,000	41	38,382,000	52
Baylor C. of Medicine	35,551,000	43	37,432,000	53
U. of Georgia	22,538,000	65	36,977,000	54
Vanderbilt U.	31,996,000	48	36,887,000	55
Georgetown U.	20,865,000	68	35,885,000	56
U. of Miami	28,936,000	52	35,439,000	57
North Carolina State U.	20,604,000	69	34,501,000	58
U. of Virginia	27,984,000	53	34,282,000	59
Woods Hole Oceanographic Institute	31,039,000	49	32,983,000	60
U. of Connecticut	26,397,000	57	32,482,000	61
Virginia Poly. Inst. & State U.	20,602,000	70	31,785,000	62
U. of Texas Health Science Center, Dallas	27,787,000	54	31,768,000	63
Colorado State U.	25,002,000	59	31,163,000	64
U. of Hawaii, Manoa	24,226,000	62	30,815,000	65
Louisiana State U.	21,186,000	67	30,389,000	66
U. of Kentucky	14,317,000	93	30,216,000	67
Rutgers U.	19,647,000	75	29,672,000	68
U. of Cincinnati	20,403,000	72	29,507,000	69
Princeton U.	26,782,000(c)	56	29,446,000	70
U. of Missouri, Columbia	16,939,000	81	28,725,000	71
U. of California, Irvine	23,874,000	63	27,889,000	72
State U. of New York, Stony Brook	24,941,000	60	27,737,000	73
U. of New Mexico	22,189,000	66	27,373,000	74
Rockefeller U.	25,245,000	58	26,940,000	75
Tufts U.	24,804,000	61	26,801,000	76
Inter American U. of Puerto Rico, San German	0	—	26,373,000	77
Iowa State U.	11,908,000(c)	99	25,270,000	78
City U. of New York, Mount Sinai School of Medicine	22,595,000	64	24,914,000	79
Virginia Commonwealth U.	19,856,000	73	24,841,000	80
Emory U.	20,569,000	71	24,607,000	81
U. of Tennessee, Knoxville	14,415,000	90	24,560,000	82
Brown U.	19,790,000	74	22,699,000	83
Temple U.	16,100,000	84	22,646,000	84
U. of Massachusetts, Amherst	18,236,000	77	22,229,000	85
U. of Maryland Baltimore Professional Schools	18,679,000	76	22,047,000	86
U. of Kansas	15,368,000	87	21,973,000	87
Utah State U.	16,093,000	85	21,872,000	88
Washington State U.	15,559,000	86	21,792,000	89
Oklahoma State U.	9,672,000	113	21,654,000	90
Wayne State U.	15,304,000	88	21,548,000	91
George Washington U.	17,791,000	79	21,100,000	92
U. of Dayton	18,175,000	78	20,152,000	93
U. of Illinois, Chicago Medical Center	16,324,000	83	20,127,000	94
State U. of New York, Buffalo	17,175,000	80	19,644,000	95
U. of California, Santa Barbara	16,895,000	82	19,613,000	96
U. of Vermont	13,309,000	97	19,504,000	97
Mississippi State U.	9,408,000	115	19,317,000	98
Auburn U.	7,796,000	129	19,317,000	99
Puerto Rico Regional Colleges Administration	0	—	17,922,000	100
Total, 100 institutions	**$4,247,305,000**		**$5,378,794,000**	
Total, all institutions	**$5,021,799,000**		**$7,409,524,000**	

(a) Amounts shown represent total obligations from 15 federal agencies that accounted for about 95 per cent of all federal obligations to universities and colleges in the United States and for virtually all federal obligations to such institutions for research and development. Amounts shown represent awards to individual institutions. Awards to the administrative offices of university systems are excluded from institutional totals because final allocation of funds is unknown, but are included in "Total, all institutions."

(b) Data for Johns Hopkins U. include $227-million obligated to the Applied Physics Laboratory, considered a federally financed research-and-development center until fiscal 1978.

(c) Does not include research and development obligations to university-administered federally financed research-and-development centers.

(d) Howard U. and Gallaudet C. receive substantial appropriations from Congress each year for general operating expenses.

(e) Data for Pennsylvania State University include $16-million obligated to the Applied Research Laboratory, considered a federally funded research-and-development center until fiscal 1978.

SOURCE: NATIONAL SCIENCE FOUNDATION

Athletic Directors in Canada

Continued from Preceding Page

for instance, altering starting times and schedules.

At last year's annual meeting, TSN was given the go-ahead to begin televising Canadian university sporting events.

The recently formed network produces sports telecasts—or acquires them from other companies—and sells them to local cable operators throughout Canada. Most of its programs cover professional sports. About 40 per cent of the events it televises take place in Canada.

Since the network took the air last September, it has shown a number of university events: 7 football games, 13 ice-hockey games, and 26 basketball games. Most of the telecasts have been live and in prime time.

Over the next 12 months, TSN plans to carry a similar number of games in those sports, and to add six volleyball games as well. It hopes eventually to market Canadian college sports in the United States, in areas close to the Canadian border.

The association's agreement with TSN represents, potentially, a substantial boost for college sports in this country, although it does not produce much income. The universities have agreed to turn over to the association any surpluses from the initial contract so they can be used for promotion.

'Almost Aggressive Hostility'

At the moment, said the C.I.A.U.'s executive vice-president, Robert W. Pugh, "university athletics is struggling against professional sports; it doesn't have the recognition it has in the United States."

Gordon Craig, president of TSN, warned the delegates here that the venture could work only if institutions cooperated by making allowances where TV markets dictate.

But in a report issued to delegates, Mr. Pugh said that some member institutions, when asked to make such changes, have reacted with "almost aggressive hostility or indignation."

In an interview, Mr. Pugh said there were justifications for sensitivity to such requests. TSN and the association, he said, are trying to promote Friday night as a university sports night, and that means that institutions across the country have to adapt to the time zone in Ontario, where the bulk of the television market is situated.

That has led to some odd starting times, and the switching of some games from traditional playing days. Athletic directors say such changes are being made without consideration of their effect on attendance.

Some also point out that when the start of a game is moved back even one hour, a four- or five-hour bus trip home becomes an even more onerous proposition for players.

But, in general, the requests for changes are not onerous, Mr. Pugh said, and no team is likely to receive more than one or two a year.

Athletic directors and other officials here suggested that the hesitation really stems from interregional rivalry. Many institutions simply do not want to kowtow too readily to the requirements of one province's television market, they said.

Complications Cited

Member institutions pointed to a number of complications that had arisen.

For example, when the network asks that existing advertising banners not be displayed in stadiums, it forgets that some athletic programs have long-standing agreements with local advertisers. And some athletic programs have existing arrangements with local broadcast and cable operators.

The association's national office is gathering information about facilities suitable for television—such as ice-hockey rinks and field houses with sufficient lighting for television.

Some athletic directors said they didn't mind moving games to larger facilities, but their usual attendances of, say, 2,000 for hockey games would look meagre in large, municipally owned stadiums.

Public's Views of College Sports

Continued from Page 1

ball program following a scandal in which three of its players were indicted on sports-bribery charges following a gambling investigation.

Although 70 per cent of the respondents to the survey said they felt that gambling on college sports encouraged athletes to cheat, only 28 per cent said that they agreed with Tulane's decision to abandon basketball.

Other findings in the survey:

► 42 per cent of the respondents felt coaches should have more job security, even if their teams lose.

► 18 per cent felt that college athletes should be paid for competing in sports.

► 85 per cent thought athletes should be held to the same academic standards as other students.

Of the 70 per cent who thought that gambling tempted players to cheat, 26 per cent said they felt such cheating went on at "most games."

The poll was conducted by the research department of Media General among 1,402 adults across the country living in households with telephones.

Media General is a Richmond-based communications company that owns several newspapers and television stations.

Questions and Responses

Following are the questions and responses from the poll:

Some people enjoy betting on college games. Others are against it. How about you? Would you say you bet on college games often, sometimes, or not at all?

Often	2%
Sometimes	13%
Not at all	84%
No answer	1%

What form does your betting take? Betting with friends, betting with a bookie, or something else? (Asked only of those who bet)

With friends	91%
With a bookie	10%
Something else	2%

Do you think the role of sports in college today is overemphasized, underemphasized, or emphasized about right?

Overemphasized	60%
Underemphasized	2%
About right	33%
Don't know	5%

Should college athletes be paid for competing in major college sports, or not?

Should be paid	18%
Should not be paid	76%
Don't know	6%

Should college coaches be given job security whether they win or lose games, or should colleges have the option of firing coaches if the teams lose too many games?

Job security	42%
Option of firing	46%
Don't know	12%

Recently, eight people, including three Tulane University basketball players, were indicted on bribery and conspiracy charges in a gambling scheme to shave points to control the outcome of three games last season. Have you heard about the case, or not?

Have heard	64%
Have not heard	32%
Don't know	4%

Do you think Tulane administrators did the appropriate thing by abolishing the college basketball program, or not?

Did appropriate thing	28%
Did not	50%
Don't know	22%

Some people say college athletes should be required to maintain higher academic standards than other students because they get a free education. Other people say they should be required to maintain the same academic standards as other students, while still others say they should be allowed to have lower academic standards because of the hours they must put into their sports. In your opinion, should athletes be required to maintain higher academic standards, the same standards, or lower standards than other students?

Higher	10%
Same	85%
Lower	2%
Don't know	3%

Do you think gambling on college sports encourages athletes to cheat, or not?

Yes	70%
No	20%
Don't know	10%

In your opinion, does this happen in most games, some games, or in isolated cases? (Asked only of those who said yes to previous question)

Most games	26%
Some games	26%
Isolated cases	35%
Don't know	13%

Reform Debate in NCAA

Continued from Page 1

bers said that of the 376 institutions that had completed registration forms thus far, 187 had indicated that their presidents or chancellors would attend. Of the 278 presidents in the N.C.A.A.'s top competitive section, Division I, 136 said they would be here for the meeting.

The association and its presidents' commission have been urging presidents to appoint themselves as the official delegates from their institutions and attend the meeting. Early this month the commission mailed a question-and-answer booklet about the meeting to presidents of all 794 N.C.A.A. member institutions.

It said, in part: "Why am I being asked to attend? . . . The commission believes that presidents and chancellors of the nation's institutions of higher education must exercise a new and continuing leadership role in assuring that intercollegiate athletics is conducted properly within the framework of higher education. It believes that this is a landmark convention in the history of the N.C.A.A. and that direct presidential leadership will assure that meaningful actions are taken."

Charles E. Young, chancellor of the University of California at Los Angeles, said the convention would be of such importance that he and other chancellors in the university system would skip a board of regents' meeting to attend.

"This convention was called by the presidents' commission and has an agenda set by the presidents' commission. That in itself makes the convention special," he said.

"There have been a lot of things in the past few years that signal a change in the direction of college sports. And there has been a growing interest and recognition of the importance of these matters on the part of chief executive officers."

Most of the 12 proposals to be considered here were developed by the presidents' commission, a 44-member panel comprising presidents and chancellors from all three N.C.A.A. divisions. Among the proposals to be considered is one that would require institutions to report the academic status of athletes to the N.C.A.A. Others would set distinctions between major and secondary violations, provide stiffer sanctions, and require audits of athletic-department budgets.

Presidents from universities that are members of the association's Division I-A, the top football-playing section, will meet here just before the convention gets under way. They will discuss the special convention and talk about a governance structure for their division, which recently gained the power to make many of its own rules within the N.C.A.A.

Presidents interviewed by *The Chronicle* agreed on the importance of both the convention and their attendance.

"The interest of college presidents is a significant force," said Edward T. Foote, II, president of the University of Miami. Mr. Foote, a proponent of intercollegiate athletic reform, at one time suggested that a new governing body be formed to replace the N.C.A.A.

Views on Smaller Campuses

Thomas E. Everhart, chancellor of the University of Illinois at Urbana-Champaign, said, "I think there is a sense among the academic leadership around the country that some of the major sports have run away from academics. Most of us feel that big-time sport is a good thing, provided students get an education, graduate, and go out in the world with a solid background. That is the motivation of those who plan to attend the convention."

While the major problems in intercollegiate sports are confined mostly to the big-time programs in Division I-A, presidents of institutions in the other divisions also called the convention important.

"Never before has the N.C.A.A. convened at the request of its presidents, and never to deal with an agenda proposed by the presidents," said Paul Hardin, president of Drew University and a Division III representative on the presidents' commission. "I think you could sum up our attitude as believing we have few problems in Division III athletics but that the problems in Division I discredit all of higher education."

—CHARLES S. FARRELL

Female Officials in a Male-Dominated Field

Continued from Preceding Page

attended the meeting, women in athletics administration must continue to work hard to overcome long-standing prejudices in order to further improve their status.

"It is very frustrating," said San Diego State's Ms. Hill. "Many of us want, and can't get, the top job. Outside of the president of the university, it is the most difficult job on campus. You have to answer questions from the faculty, the community, students, athletes, coaches, and the media. And it is big business. If you can't run a program in the black, then you shouldn't be there."

Being a woman makes the job of athletic director even more difficult, Ms. Hill said: "A lot of people don't think you can do it—and a lot of people hope you can't."

She has had to fend off numerous questions about her abilities, Ms. Hill said, "many of which bordered on the ridiculous."

" 'How can you be an athletic director when you never played football?' " Ms. Hill said she was asked. And: "You can't be an athletic director, because everybody knows women can't fire people."

Further, Ms. Hill said, she had to contend with the "old boys' network" at the university, deans and vice-presidents who believed a male should hold the position.

Ms. Hill said she had overcome some of the problems, but she continues to have to fight others. In the meantime, she has taken an athletic program that had lost $2-million in the four years before her appointment to a point where the program is operating in the black and fund-raising alone will total about $2-million this year.

Good Relationships

Ms. Hill offered some suggestions to other female sports officials who aspire to become athletic directors:

► Establish good rapport with your coaches.

► Establish a good relationship with the media. "They have so much power," she said, "that you have to have a good relationship. My policy is, when the media calls, I stop what I'm doing and return the call. And I always answer questions, no matter how tough."

► Establish a good relationship with university administrators. "You have to deal with them," she said. "And you have to know who the president listens to."

► Establish good relationships with boosters and alumni. "You have to get a support group in the community," she said. "For me, it has been young entrepreneurs."

► Surround yourself with quality personnel. Most important, Ms. Hill said, are managers of community and media relations, and a staff person in charge of the booster group.

► Never compromise a student athlete.

Other women with various success as sports administrators echoed many of the Ms. Hill's sentiments.

"If you want to become an athletic director today," Ms. Hill said, "you can. And you can be the best. It is quite a challenge, but it is fun to be the boss."

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News Summary

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Education majors lack a solid grounding in the liberal arts, according to a study by the Southern Regional Education Board. Story on Page 11.

Many social scientists and historians are beginning to see limitations in a purely scientific approach to their research. Story on Page 5.

Insurance costs are up sharply for many colleges and universities because of a slump in the insurance industry. Story on Page 12.

Improvements in the Education Department's mechanism for collecting defaulted student loans may not solve the problem. Story on Page 13.

Education researchers have proposed a new structure for the Education Department's research efforts. Story on Page 13.

Vita banks, regarded as an important innovation in university affirmative-action efforts, have made little or no difference in campus hiring. Story on Page 17.

A program supported by the Ford Foundation, the Faculty Resources Network, could serve as a model for cooperative faculty-renewal efforts. Story on Page 21.

Some athletic programs could face a significant loss of revenue if businesses lose their tax deduction for tickets to sports events, one official says. Story on Page 23.

The troubled economy in Colombia has produced widespread unemployment among college graduates there. Story on Page 27.

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'AN ATTRACTIVE TARGET'

Nuclear Commission Presses Its Staff for a Final Rule on Campus Uranium

By KIM McDONALD

WASHINGTON

The Nuclear Regulatory Commission last week overruled its staff and reaffirmed its commitment to require more than 20 universities to convert their research reactors, now using highly enriched, weapons-grade uranium, to a less-enriched form of the fuel.

As a result, the universities may have to switch fuels more quickly than they would have liked.

Staff members of the agency told the commissioners that the amount of highly enriched fuel at those reactors represented only a small percentage of the country's bomb-grade fuel and that the commission could safely wait until Congress passed legislation to protect the universities from costly re-licensing proceedings and to provide all the funds needed to convert the reactors.

The members of the commission, several of whom were irritated by what one called a "delaying tactic," directed the staff to prepare a final version of the rule approved by the N.R.C. a year ago.

"What we're trying to say is that this stuff is an attractive target and we want it out of the reactors," said James K. Asselstine, one of the commissioners. "Here we are one year later, and we're not one step closer to doing that."

Approval Likely in July

Mr. Asselstine said in an interview that the final version of the rule was likely to be approved by the panel next month, along with an order that would require the transfer of all the highly enriched uranium that is not being used by on-campus research reactors to Department of Energy facilities, which are considered to have better safeguards.

In recent years, scientists concerned with the proliferation of nuclear weapons have complained to the commission,

Continued on Page 14, Column 1

AAUP Censures 4 Institutions; 50 Now on List

'Biggest debate in years' precedes vote on Temple U.

By BEVERLY T. WATKINS

WASHINGTON

The American Association of University Professors has censured four colleges and universities—including one institution where its chapter is the faculty's collective-bargaining representative—for violations of academic freedom.

Added to the censure list were Oklahoma College of Osteopathic Medicine and Surgery, Southwestern Adventist College, Temple University, and Westminster College of Salt Lake City.

Delegates to the A.A.U.P.'s 71st annual meeting also voted to lift censure from two institutions—Harris-Stowe State College and the University of Texas Health Science Center at Houston.

The censure list now contains 50 institutions—a record. (The list appears on Page 18.)

The most controversial action was the censure of Temple University for terminating the appointments of four tenured professors because of financial problems. The Temple administration had cited a clause in the collective-bargaining agreement negotiated with the A.A.U.P. chapter that permitted the terminations on grounds of "retrenchment."

'Fundamentally Inconsistent'

The association's Committee A on Academic Freedom and Tenure found, among other things, that the contract's allowance of the use of retrenchment to terminate the faculty members was "fundamentally inconsistent" with the 1940 Statement of Principles on Academic Freedom and Tenure and other association standards.

Temple was on the list of censured institutions once before—from 1956 to 1961.

The vote on the Temple case was preceded by what one delegate called "the biggest debate we've had in years."

Michael G. Harris, associate professor

Continued on Page 18, Column 1

Consortium Aims to Help Athletes Complete Degrees

By CHARLES S. FARRELL

NEW ORLEANS

In an effort to improve the graduation rates of college athletes, 10 colleges and universities announced last week that they had joined with Northeastern University in an innovative consortium aimed at helping former college players earn their degrees.

Some 45 professional athletes without college degrees are enrolled in the program at Northeastern and are finishing their undergraduate work there or at other colleges. The athletes in the special program pay only half the regular tuition.

As part of the Northeastern program, baseball players with the Boston Red Sox, hockey players with the Boston Bruins, and football players with the New England

Continued on Page 24, Column 1

EEOC Rejects Role in Adjudging Comparable Pay

By GAYNELLE EVANS

WASHINGTON

The U.S. Equal Employment Opportunity Commission voted unanimously last week not to intercede on behalf of women who base complaints of pay discrimination on the controversial theory of "comparable worth."

The theory holds that women and men should be paid the same wages for work that is of comparable value and responsibility, even if the jobs are not the same or substantially equal.

The ruling by the five-member commission, which is now composed entirely of people appointed by President Reagan, was its first on comparable worth.

The decision will govern the E.E.O.C.'s

Continued on Page 14, Column 3

China Plans to End Soviet-Style Education System and Adopt Western Model

By WENDY LIN

PEKING

China's Communist Party has announced a series of reforms designed to replace the country's Soviet-style system of education with one modeled on that of Western countries.

The changes would replace China's traditional methods of teaching by drill and memorization with approaches designed to encourage independent thinking and analytical skills.

They are aimed at maximizing China's limited educational resources and at training desperately needed professionals to lead the country's drive toward modernization. The measures will affect all students, from those in primary school through the 1.5 million studying in China's colleges and universities.

Approved by the Central Committee of the Chinese Communist Party, the new educational policy follows the same themes as the country's overall campaign for economic modernization. The emphasis is on decentralized control, liberalization of requirements, and pragmatism. Under the reforms:

► Students will be awarded scholarships on the basis of merit and be expected to pay a portion of their tuition. Until now, students have been fully sponsored by the government once they were accepted by a college or university. Critics charged that that system provided few incentives for students to excel.

► Local governments will take more responsibility for providing educational opportunities to local residents. Provinces and cities will be allowed to set up their own schools and will be expected to provide financing, construction, and expertise to run their own colleges and universities.

► University presidents and administrators will be given more autonomy in hiring staff members and determining the curriculum. Until now, such matters have been

Continued on Page 28, Column 1

Panel Analyzes Education Graduates' College Transcripts, Finds Weak Grounding in Liberal Arts, Urges 25 Reforms

By JEAN EVANGELAUF

> **"It makes no sense to add a fifth floor to a four-story house if the foundation of that house is shaky. Until the current four-year college program truly represents college-level work, it makes no sense to extend its length, except as to accommodate non-credit remedial work."**

Strengthening the general-education curriculum is the key to improving the training of schoolteachers, a commission of the Southern Regional Education Board said last week.

Based on a review of transcripts of more than 6,000 college graduates, the board found that education majors had had a weak grounding in the liberal arts. Compared to arts-and-sciences majors, future teachers had completed fewer general-education courses, had taken more remedial and lower-division classes, and had devoted "substantially more" of their schedule to courses in their field than was required.

In addition, a "remarkable proportion of the teachers finish college without any exposure at all to important disciplines," the report said.

The analysis of transcripts provided the basis for 25 recommendations by the board's Commission for Educational Quality for improving teacher training. The chairman of that group is William F. Winter, former governor of Mississippi.

The recommendations are to be voted on by the organization this week.

The commission rejected the addition of a fifth year to the education baccalaureate, a move endorsed recently by most of the members of the National Commission for Excellence in Teacher Education (*The Chronicle*, March 6).

"It makes no sense to add a fifth floor to a four-story house if the foundation of that house is shaky," the S.R.E.B. commission said. "Until the current four-year college program truly represents college-level work, it makes no sense to extend its length, except as to accommodate non-credit remedial work."

Courses Found Less Rigorous

For the teaching profession to regain prestige, new teachers "must be seen first and foremost as high-quality college graduates," the group said.

Compared with arts-and-sciences graduates, education graduates take fewer courses in economics, English, foreign languages, history, mathematics, philosophy, physical sciences, political science, and sociology, and more in applied fine arts, biology, and psychology, according to the report of the transcript study.

The study results also indicated that education majors can and do fulfill general-education requirements with courses that are less rigorous than those required of other students.

For example, half of the credits in mathematics taken by elementary-education majors to fulfill math requirements were in courses open only to those students. A typical title of such a course was "Understanding Arithmetic," the report said.

To eliminate such situations, the commission recommended that colleges and universities prescribe acceptable general-education courses and insist that students in all majors select courses from that group.

At colleges that do not prescribe the curriculum, the board warned, "students often follow the path of least resistance, and ferret out courses on the weather or acoustics of musical instruments to meet science requirements. These kinds of courses meet the 'letter' of the requirements, but hardly the intent of providing a broad background."

The study results are based on transcripts of 3,283 education majors and 2,760 arts-and-sciences majors from 17 Southern universities who earned baccalaureate degrees in 1982-83.

Included among that group are the institutions that graduate the largest number of education majors in each of the 14 states that are members of the board.

Both education and arts-and-sciences majors avoided study in some subjects, the study found. The following table shows the percentages of students majoring in education and in arts and sciences who had no credits in certain areas:

	Education	Arts and sciences
Mathematics	7%	11%
Science		
Biology	11%	25%
Chemistry, physics ..	38%	54%
Other physical and earth sciences	34%	41%
Social sciences		
Economics	75%	59%
History	6%	9%
Political science	46%	38%
Other liberal arts		
Applied fine arts	40%	63%
Languages	74%	31%
Philosophy	78%	52%

Although most of the students took mathematics courses, math was a troublesome area, according to the study report.

Only 22 per cent of the mathematics courses taken by the education majors and 53 per cent of those taken by the arts-and-sciences students were college-level courses that had the prerequisites of high-school geometry and algebra I and II.

Among the examples cited in the study to illustrate the difficulty some students faced in fulfilling math requirements were the following:

► "Edward, an elementary education major, took 'Basic College Mathematics' at a junior college and received an 'A.' He then took 'Elementary Mathematics for Teachers' at a senior institution twice, failing it both times. He returned to the junior college the summer before graduation and took 'Mathematics 101' and received an 'A.' He took a mathematics methods course for elementary teachers and received a 'C.' "

► "Ann, an arts and sciences major in psychology, made an 'F' twice in a junior college course labeled 'college mathematics.' She took 'Introduction to College Mathematics' at the senior institution and earned a 'B.' No additional mathematics courses were taken."

In other areas, the study of transcripts found that elementary-education students had taken half their courses in education and physical education. Rather than study teaching techniques in a comprehensive manner, the students took separate classes covering teaching of arithmetic, art, language arts, physical education, reading, science, and social studies.

Those "methods" courses should be consolidated and emphasize child development and learning theories, the commission recommended.

A consolidation would enable elementary-education students to take more liberal-arts courses. The commission also suggested that such students take courses in academic disciplines at the upper level, and that some, particularly those planning to teach upper grades, complete an academic major.

The commission also said that "Introduction to Education" courses covering the history, philosophy, and sociology of education had little relevance to students who had no teaching experience.

Those courses should be revamped to cover the topics in more depth and should be included in the graduate in-service programs that experienced teachers take, the group recommended.

Although secondary-education students at the universities in the study were required to have had an academic major, the study results indicated that they had concentrated in only a few disciplines and taken many lower-division courses.

Two-thirds of those in science education, for example, took over half of their science courses in biology. Only 9 per cent of those planning to teach high-school science devoted that much of their schedule to chemistry and physics.

"The lack of attention to the physical sciences . . . bodes ill for a society that stakes its role in the world economy on high technology," the report said.

Only one-third of the science courses taken by future science teachers were upper-division courses.

To illustrate the problems that some secondary-education students had in completing their academic majors the report offered the following example:

"Beverly, a science education major, took only one mathematics course, 'College Algebra.' She attempted 44 courses in the sciences and received 22 'D's,' 'F's,' or withdrawals. She attempted the first quarter of organic chemistry twice, the second quarter three times, before passing; she took the third quarter three times, failing each time. She attempted 'Introduction to Physics' four times, finally passing with a 'C'. . . . This student graduated 'with honors.' "

While acknowledging the problem of the high failure rate of minority-group students on basic-skills tests and certification exams, the commission endorsed the testing requirements that many states have instituted.

"It is important that the issue not be cast as a choice between having more minority teachers or the tests," the commission said. "Both are essential and we can have both if decisive steps are taken at the state and institutional levels. These actions should emphasize the enhanced preparation of minorities in high school and college, as well as the attraction of better students to teacher education programs."

Other Recommendations

Among other recommendations:

► The states should lead the education-reform movement. They should give financial rewards to institutions that are willing to improve their programs, and they should base appropriations on program quality, not on enrollments.

► States should develop programs to employ education majors as teacher aides to enable them to obtain more classroom experience.

► States and institutions should consider adopting alternative approaches to teacher training, such as the master of arts in teaching for arts-and-sciences graduates.

► College and university faculty members should have prolonged and regular contacts with the public schools and should be rewarded for their service to public education.

► Loans and scholarships for top students to pursue teaching careers should be available.

The universities participating in the study were Appalachian State, Arkansas State, Auburn, East Texas State, Eastern Kentucky, Florida State, James Madison, Louisiana State, Marshall, Southwest Texas State, and Towson State Universities, and the Universities of Georgia, Kentucky, North Carolina at Chapel Hill, South Carolina, Southern Mississippi, and Tennessee.

The commission report, *Improving Teacher Education: An Agenda for Higher Education and the Schools*, is available for $3.50 prepaid from the Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta 30309.

The 180-page technical report of the transcript study, *An Analysis of Transcripts of Teachers and Arts and Sciences Graduates*, and a summary of the study, *Teacher Preparation: The Anatomy of a College Degree*, are available from the board for $6.50 and $3.50, respectively.

> **"Students often follow the path of least resistance, and ferret out courses on the weather or acoustics of musical instruments to meet science requirements. These kinds of courses meet the 'letter' of the requirements, but hardly the intent of providing a broad background."**

NOTE

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News Summary

Articles on inside pages

Testing of new schoolteachers has been endorsed by the National Education Association. Story on Page 2.

Halley's comet, due to return to the vicinity of Earth next year, should provide astronomers with new data but could disappoint amateur viewers. Story on Page 5.

Women's groups are pressing for changes in the Higher Education Act. Story on Page 15.

A refusal to defer payments on a woman's student loan while she took maternity leave touched off a growing controversy. Story on Page 15.

The reinstatement of a tenured faculty member at Seton Hall University leaves unsettled the question of tenure for priests on the faculty there. Story on Page 19.

A committee of the N.C.A.A. is considering the modification of new academic standards for entering freshman athletes. Story on Page 23.

Syracuse University must pay taxes on the non-educational use of its indoor stadium, a New York court has ruled. Story on Page 23.

French universities are enthusiastic about a proposal for a new "magistere" degree, combining academic study with professional training. Story on Page 25.

Three officials of the American University of Beirut are among the seven Americans still being held hostage in Lebanon. Story on Page 25.

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BISHOP, CHEYNEY, FISK, KNOXVILLE

4 Black Colleges with Accrediting Problems All Face Slipping Enrollments, Internal Strife, Big Deficits

By GAYNELLE EVANS

Four prominent, historically black institutions are having accreditation problems, and all four exhibit the same pattern: declining enrollment, internal turmoil, and multi-million-dollar deficits.

The institutions, all of which are now fighting to retain their accreditation, are Bishop College, Cheyney University, Fisk University, and Knoxville College. One two-year institution, Morristown College, also remains on probation, because of its weak financial condition.

Three of the four institutions are within the jurisdiction of the Southern Association of Colleges and Schools, whose territory includes 80 of the nation's 102 historically black institutions.

The Southern Association says that, to protect higher education's "consumers," it is cracking down on institutions in debt. "We have gotten more strict," says Joffre T. Whisenton, associate executive secretary of the association's Commission on Colleges. "We're taking a tough position to make these institutions pay off their debts. We can't allow a college to go broke and not do anything about it."

Cheyney University battles to keep its accreditation. Story on Page 12.

Cheyney, part of Pennsylvania's 14-campus state-university system, is the only public institution among the historically black colleges with accreditation problems. It is also the only one accredited by the Middle States Association of Colleges and Schools.

Middle States has not tightened its policy on institutions in debt, but "any institution which carries a sizable debt will be in trouble with us very quickly," says Robert Kirkwood, executive director of the association's Commission on Higher Education.

For all four of the troubled institutions, the loss of accreditation could mean the loss of eligibility for federal financial assistance. Although eligibility can be gained through other proce-

Continued on Page 12, Column 1

Bennett Unveils Plan to Shuffle Research and Abolish NIE

By STACY E. PALMER

WASHINGTON

Education Secretary William J. Bennett last week unveiled a sweeping plan to reorganize the Education Department's research operations.

The shakeup is Mr. Bennett's first since he took office in February.

Congress could reject the plan within 90 days but is not expected to do so.

If it does not, the National Institute of Education will be abolished. The activities of the institute, the National Center for Education Statistics, and the Center for Libraries and Education Improvement—all of which are now housed in the Office of Educational Research and Improvement—will be split into five separate programs.

Many other programs in the department will also be placed under the jurisdiction of the research branch in an attempt to con-

Continued on Page 16, Column 1

High Court Lets Stand a University Ban on Selling Wares in Dormitory Rooms

WASHINGTON

Colleges and universities can bar companies from selling their wares in students' dormitory rooms, under a Supreme Court action last week.

As the Justices concluded their 1984-1985 term last week, they allowed to stand a lower court's ruling that Pennsylvania State University had acted fairly when it prohibited a company that sells china, crystal, and other household items from conducting sales demonstrations in students' rooms. A student had charged that university officials violated her constitutional rights when they prevented her from allowing the company to sponsor a sales-demonstration party in her room.

Would-Be Sponsor Protests

University officials said they didn't mind if the company, American Future Systems, sold its items elsewhere on the campus, but they said they wanted the dormitories to serve mainly as residence and study areas—not as shopping sites.

The university issued a rule specifically forbidding "any person (including a student), firm, business entity, charitable organization or other organization" to speak to students in their dormitory rooms for the purpose of soliciting money or selling a product or service.

A student who had wanted to sponsor one of the sales demonstrations protested that the Constitution's guarantee that all

Continued on Page 18, Column 1

Early-Retirement Options Spreading in Academe

"Early retirement is a growth industry," says one authority on such plans in academe and industry. Older professors seem to find the option of early retirement as appealing as their colleges do. Story on Page 19.

South Africa's English-Language Universities Face 'Africanization' Challenge

By HELEN ZILLE

CAPE TOWN

South Africa's predominantly white, English-language universities, until recently barred by law from admitting black students, now face the challenge of providing programs for those who do get in.

Indeed, says James Moulder, a professor of philosophy and director of public relations at the University of Cape Town here, "Africanization" is the biggest challenge now facing white universities. Mr. Moulder, one of the first faculty members to address the issue of Africanization, says English-language universities have only begun to "define the problems" involved.

For many years, the universities were not even permitted to consider the issue because they were legally segregated. The only black students at the white institutions were those who had obtained government permission to study there because the academic disciplines they were interested in were not offered by institutions reserved for blacks.

Then, in 1983, the government proposed a new system, which would have allowed the Minister of National Education to set a quota for the number of blacks permitted at institutions intended for whites. The English-language universities led a countrywide protest against the quota, resulting in its indefinite suspension.

As a result, blacks are now admitted on merit to the English-language universities, although they are at a severe disadvantage in the competition because of the inferiority of black elementary and secondary schools.

Nonetheless, 15 per cent of the 12,000 students now at the University of Cape Town are blacks, Indians, or "colored"—*i.e.*, of mixed race. Mr. Moulder says the Africanization of the student body is gain-

Continued on Page 26, Column 1

Students

'Campus Ecologists' Seek to Adapt Colleges' Environment to Students

Student-affairs officers use a concept based on the idea that behavior is a function of the relationship between people and their surroundings

By KAREN J. WINKLER

PINGREE PARK, COLO.

Student-affairs administrators are developing a new approach to their work, one that emphasizes not just how to help students adapt to the college environment, but also how to adapt the environment to the students.

The administrators call their approach "campus ecology." Some of them gathered here at Colorado State University's mountain retreat for the third annual Campus Ecology Symposium. The theme of the meeting was expressed as an equation: B-f(PxE), meaning "behavior is a function of the interraction between a person and the environment."

"A college has its own unique ecology," Charles C. Schroeder, vice-president for student development at Saint Louis University, told the meeting. "There are significant relationships between its people, space, functions and organizations.

"As educators, we have focused on the person almost exclusively. If there is a bad fit between the student and the environment, we have placed the burden of change on the student."

Changing the Environment

"The old approach has been to say, 'If the student doesn't fit into the environment, let's adjust the student, or let's support the student, or let's counsel the student,' " said James H. Banning, vice-president for student affairs at Colorado State University and one of the founders of the campus ecology movement. "The new approach looks at the relationship between students and their environment and speaks to changing the environment."

He cited the case of a campus counseling center dealing with several older female students who had returned to college and were "coming to the center with symptoms of anxiety and depression."

"An old, unenlightened approach says, 'These women don't belong here anyway.' An adjustment approach says, 'Yes, we know you are having difficulties, and we have a full counseling staff.' A developmental approach says, 'Let's set up brown-bag lunches so you can talk about these difficulties with other people like yourself.'

"The ecological approach asks, 'What is going on in the environment to produce these difficulties?' For example, there may be a policy that says, 'If you do not work part time, you have to be a full-time student.' That may mean if you have a child to care for at home, you still have to be a full-time student. And that could account for anxiety and depression."

Campus ecology, as it was defined by the educators here, looks at the physical environment—at the signs, buildings, wheelchair ramps, lighting, and dormitory rooms that students confront on the campus.

For example, Mr. Schroeder noted, changes in the physical appearance of residence halls can affect student behavior.

Several colleges, he said, have been experimenting with programs to allow students to decorate and even build permanent structures in their dormitory rooms. They are finding that students who "personalize" their living environments do not vandalize dormitories as much as other students do, he said.

"You have to look at the non-verbal messages in the environment," Mr. Banning said. "If you have poorly built wheelchair ramps, you are saying to handicapped students, 'We didn't expect you and we don't really want you.' "

Campus ecology also examines the learning environment—the way different students respond to different teaching techniques. And it considers such factors as the accessibility of faculty members and administrators to students, the clubs and organizations that serve different groups, and the time students spend in line at the finanical-aid office.

"Campus ecology looks at the total environment in which students live and learn," said James C. Hurst, associate vice-president for academic affairs at the University of Wyoming.

It is based on the assumption that "what a person does as a thinker is profoundly influenced by what happens in an emotional and social setting," said Clyde E. Sullivan, director of counseling at Brigham Young University.

Participation—by administrators, faculty members, and students themselves—is a key to making the ecological approach work, the administrators said.

"You run into an ethical question," Mr. Banning said. "If you are going around altering the environment, are you playing God or Big Brother? The best way to deal with that is to get a lot of people involved in making the decisions."

Roots in the 60's

The campus-ecology approach has its roots in the student protests of the 1960's, when traditional college counseling services fell short in dealing with widespread student dissatisfaction, the educators here said.

It was fueled further by the opening of higher education's doors to new and diverse student groups.

"Our historical response to non-traditional students was to try and make them conform to the mainstream—to make white students out of every 'other' who walked through the door," said Mr. Banning. "In the 1960's and 1970's, it became clear that wasn't working, and that maybe the environment, as well as the student, would have to change to accommodate diversity."

"The campus-ecology movement is also part of a broader movement that is going on in psychology, and in health-related fields in general," he said. "There is a new focus, not just on curing the individual, but on looking at the forces in the larger community that promote health and well-being."

Campus ecology also draws on a growing literature in social psychology on how students develop, both emotionally and intellectually, while they are in college. As that has happened, Mr. Schroeder said, "the field of student personnel work has also changed, shifting its emphasis from controlling students to serving students to the current emphasis on helping students develop."

"Campus ecology takes student development a step further," Mr. Banning said. "In the developmental thrust there is a tendency not to see how you do it." He said that the campus-ecology approach allows administrators, by adjusting the campus environment, to actually promote student development.

Also a Field of Research

Campus ecology is also developing as a new field of research, in which the researchers are not faculty members but administrators.

In the early 1960's, Mr. Banning looked up all the articles dealing with "campus ecology." He found 60, he said—one, of which he was a co-author, on the campus environment for students, and 59 on ponds and landscaping.

In 1983, Mr. Banning started the *Campus Ecologist*, a quarterly newsletter "for the exchange of information, ideas, and resources about students and their environment."

"In the 1970's, we started getting more research on the campus environment," Mr. Hurst said. "But until very recently, most of that research has come from social psychologists and sociologists, even from people associated with studying architecture and the physical environment.

"Now we're getting more and more research from the people in student affairs themselves. What we are seeing is the beginning of a major conceptualization of a new field."

For example, at the meeting here:

- ► Researchers from the University of Wyoming reported on a questionnaire they are developing to elicit student responses to different classroom and learning environments.
- ► Researchers from Colorado State University and the University of Colorado at Boulder reported on a survey of campus ombudsmen that seeks to determine how most of them respond to student problems.
- ► Researchers from Brigham Young University reported on the university's Student Life Developmental Team and Research Center, set up to help develop "a philosophy and theory which would give a sense of coherence to our efforts as student-life professionals," said David M. Sorenson, dean of student life.

CHRONICLE SURVEY

Fall Applications Up 4.2. Pct. from 1984

Majority of colleges report increases; 39 pct. of applicants make deposits

Colleges and universities had received 4.2 per cent more applications by this past June than they had by June 1984, according to a *Chronicle* survey.

Over all, 39 per cent of the applicants made deposits to hold a place in the entering class. For private institutions the figure was 36 per cent; for public ones, 48 per cent.

In the survey of 331 campuses, nearly two-thirds of the public institutions and 54 per cent of the private ones reported gains in the number of applicants. The top quarter of the institutions reported gains of more than 11 per cent, while the bottom quarter noted declines of more than 6 per cent.

The strongest gains were at public, doctorate-granting universities, eight in ten of which indicated increases. Applications to such institutions had increased 6.8 per cent over the previous year, the survey found. By region, the largest gains for public institutions were in the Southeast; for private ones, in the West and Southwest.

The survey findings are similar to those of a March survey of application trends at the same institutions (*The Chronicle*, April 10).

The survey was conducted for *The Chronicle* by John Minter Associates, a research organization in Boulder, Colo.

	Per cent reporting increase	Per cent reporting decrease	Per cent change in average[1]	Per cent change		Per cent of applicants who paid deposits by June 1	
				High[2]	Low[3]	1984	1985
Private institutions							
Doctoral	58.3%	41.7%	+4.9%	+10.4%	−2.5%	30%	29%
Comprehensive[4]	64.6%	35.4%	+3.8%	+10.7%	−4.9%	36%	35%
Liberal arts	51.5%	48.5%	+2.3%	+ 9.5%	−9.9%	37%	37%
Regions							
Northeast and Mid-Atlantic	52.7%	47.3%	+2.7%	+ 8.0%	−7.6%	34%	34%
Great Lakes and Plains	44.1%	55.9%	+1.6%	+ 9.5%	−8.2%	36%	35%
Southeast	72.0%	28.0%	+3.9%	+13.8%	−7.1%	33%	31%
West and Southwest	73.3%	26.7%	+8.6%	+11.8%	−6.3%	44%	44%
Enrollment							
500– 2,499	52.9%	47.1%	+2.4%	+10.0%	−9.3%	47%	47%
2,500– 4,999	69.6%	30.4%	+5.6%	+10.3%	−3.9%	28%	28%
5,000– 9,999	52.9%	47.1%	+0.2%	+ 7.4%	−3.3%	17%	16%
10,000–19,999	57.1%	42.9%	+4.2%	+ 8.8%	−2.4%	21%	21%
All private institutions	**54.4%**	**45.6%**	**+3.6%**	**+10.1%**	**−7.6%**	**37%**	**36%**
Public institutions							
Doctoral	79.2%	20.8%	+6.8%	+10.8%	−0.7%	44%	42%
Comprehensive[4]	59.6%	40.4%	+2.8%	+11.7%	−7.2%	49%	50%
Regions							
Northeast and Mid-Atlantic	60.0%	40.0%	+1.8%	+ 8.2%	−3.4%	36%	35%
Great Lakes and Plains	73.1%	26.9%	+5.5%	+ 9.8%	−4.0%	48%	45%
Southeast	81.6%	18.4%	+7.8%	+15.0%	−0.4%	53%	53%
West and Southwest	53.8%	46.2%	+5.8%	+ 8.9%	−9.0%	58%	59%
Enrollment							
500– 2,499	50.0%	50.0%	−3.0%	+12.1%	−8.6%	34%	35%
2,500– 4,999	53.3%	46.7%	+0.8%	+ 8.2%	−8.4%	26%	26%
5,000– 9,999	62.5%	37.5%	+2.5%	+10.1%	−7.8%	28%	29%
10,000–19,999	78.1%	21.9%	+6.7%	+12.3%	+1.2%	17%	17%
20,000 and over	100.0%	0.0%	+8.7%	+11.2%	+5.0%	12%	12%
All public institutions	**65.1%**	**34.9%**	**+4.8%**	**+11.5%**	**−4.2%**	**48%**	**48%**
All institutions	**58.0%**	**42.0%**	**+4.2%**	**+10.7%**	**−6.3%**	**39%**	**39%**

[1] Percentage change in mean number of applications received by June 1, 1985, compared with the mean for a year earlier.
[2] One-fourth of the institutions reported changes above the "high" percentage.
[3] One-fourth of the institutions reported changes below the "low" percentage.
[4] Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.

Note: Survey data are from a stratified random sample of 331 four-year colleges and universities, excluding those with enrollments under 500.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Bennett Plans a Reshuffle in Education Research

Continued from Page 1

solidate most federal education research activities into one division.

The plan also strips the National Council on Educational Research of its policy-making role. The council, which has stirred considerable controversy in recent years for its conservative views, would become an advisory unit, Mr. Bennett said.

In an attempt to coordinate all of the department's research activities, a committee of Education Department officials, headed by the Assistant Secretary for educational research and improvement, will meet regularly to oversee the agency's research projects.

Mr. Bennett said the new organizational plan would remove the "superfluous bureaucratic layers" that he said had "burdened" the research operation in the past.

He said the plan was intended to improve the efficiency of the department's education-research efforts and would not substantially change the federal role in education research. "We seek no new mission, no new authority," said Mr. Bennett.

Education officials said the reorganization was "budget neutral" and would not require any additional expenditures of government money. The new office is expected to spend about $215-million annually.

The redesigned Office of Educational Research and Improvement will be headed by an Assistant Secretary, appointed by the President. The Education Secretary would appoint two Deputy Assistant Secretaries to aid the Assistant Secretary—one to handle management and operations, the other charged with policy coordination and planning.

The position of Assistant Secretary for educational research and improvement is now vacant. President Reagan has nominated Chester E. Finn, Jr., a professor of education and public policy at Vanderbilt University, to replace Donald J. Senese, whom Mr. Bennett asked to resign.

'One Source of Authority'

Mr. Bennett's overhaul of the department's research branch will eliminate two Presidentially appointed positions—the director and deputy director of the N.I.E.

"There will be one Presidential appointee—not three—so there will be one identifiable source of authority and credibility," Mr. Bennett said. "If there are questions about what we do, there will be one person to ask."

Critics say clashes among the three political appointees have caused many administrative difficulties and a great deal of confusion in the department's research wing.

Only one element of the shuffle requires Congressional approval: the Education Department will ask lawmakers to change the name of the entire research branch to the National Institute of Education.

Under the Department of Education Organization Act of 1980, the Education Secretary has the authority to reorganize the research and statistical programs sponsored by the department, as long as he advises Congress 90 days in advance of the change.

The revamped research office could begin operating on October 1, at the beginning of the fiscal 1986 budget year, as long as Congress does not pass legislation specifically rejecting the changes that Mr. Bennett has proposed.

Congressional sources said last week they doubted that lawmakers would try to prevent the reorganization from occurring. However, they said the whole issue of how the federal government conducts education research would come under close scrutiny in coming months because legislation authorizing the National Institute of Education—as it is currently structured—is scheduled to expire at the end of September. The activities of the institute will be automatically extended for one year while lawmakers work out a plan to extend federal education research programs.

5 New Program Offices

Mr. Bennett's plan calls for five new program offices:

► An office of research that would house most of the activities now conducted by the National Institute of Education.

► A center for statistics that would conduct most of the research now done by the National Center for Education Statistics.

► A unit of "programs for the improvement of practice" that would be responsible for collecting and distributing information about effective educational methods that have been developed by schools and colleges.

► An information service that would serve as a clearinghouse for all inquiries about education statistics and research.

► A library-programs office that would provide administrative support for programs that aid public libraries and college research libraries.

Mr. Bennett said that by putting the new information service on the same level as other major research programs, more emphasis would be placed on providing educational information in an efficient manner.

He said the reorganization would not cause any major reductions in staffing at the department.

Educators generally reacted favorably to Mr. Bennett's plan, which had been distributed widely to education groups and lawmakers before it was released to the public last week. Many education officials said they expected the reorganization to improve the "integrity" of research about education.

One major change made from a draft plan that was circulated last month concerned the placement of the Fund for the Improvement of Postsecondary Education in the department's administrative structure.

An earlier plan had called for FIPSE to be moved from the Office of Postsecondary Education and placed under the jurisdiction of the newly created Office for the Improvement of Practice, but vigorous objections from lawmakers and higher-education representatives persuaded Education Department officials to keep the fund in its present location. Many of FIPSE's supporters had complained that the fund would be "buried" in the department's bureaucracy if it were moved.

Several education groups, including the American Association of Colleges for Teacher Education, were highly critical of the plan. David G. Imig, executive director of the A.A.C.T.E., said he would have preferred a plan that spread responsibility for research activities throughout the department. He said research would be more useful—and would be more likely to receive financial support—if it were sponsored by the offices in the Education Department that have responsibility for administering federal programs, such as the Office of Postsecondary Education.

The American Educational Research Association, which represents about 14,000 researchers, said it supported the concept of consolidating research activities in one branch of the department and would back the general outlines of the plan. However, Laurie Garduque, director of governmental and professional liaison for the group, said the researchers objected to certain elements of Mr. Bennett's plan.

She said the description of the information service's role placed too much emphasis on its function as a clearinghouse and not enough emphasis on the way research results are distributed to educators.

Said Ms. Garduque: "It's just like a library. If it's just a repository of materials, that's not enough. People need to know how to gain access to those materials, and they need to be told how important it is to make use of the results of education research and development."

She also opposed Mr. Bennett's decision to move control of contract and grant awards for research to the department's Office of Management. She said such a move "doesn't recognize that research is qualitatively distinct from other activities the department sponsors. You can't just write a check for it—you need the close supervision and monitoring of people at the department."

FACT–FILE

Top Non-Profit Defense Contractors

$2.1-billion awarded for research and development in fiscal 1984

Colleges, universities, and non-profit organizations received $2.1-billion in Department of Defense contract funds for research, development, testing, and evaluation in fiscal 1984.

That was 12 per cent of the $18.3-billion awarded to 2,033 business, educational, non-profit, and government organizations that received contracts over $25,000.

Colleges and universities and university foundations received $1,069,364 in fiscal 1984, up 13.5 per cent over the previous year.

The contracts supported military research-and-development and federal civil water-resource projects. The figures do not include contracts for training.

The 1984 figures appeared in an annual Department of Defense publication listing the top contractors. According to a department official, the report, which was prepared for the first time by an outside contractor, contains some inconsistencies. For example, it gives separate rankings to Stanford University and Leland Stanford, Jr. University, and to Columbia University and the trustees of Columbia University.

The department has no plans to revise the report, the official said.

	Amount of contracts (add 000)	Rank in top 500
Aerospace Corp.	$273,409	15
Johns Hopkins University	272,814	16
Charles S. Draper Laboratory	267,178	17
Massachusetts Inst. of Technology	260,882	18
Mitre Corp.	238,367	21
University of California System	44,631	58
SRI International	44,031	59
I. I. T. Research Institute	42,476	62
University of Texas System	36,983	65
Rand Corp.	28,888	71
Leland Stanford, Jr. University	27,926	73
University of Southern California	26,140	75
Georgia Tech Research Corp.	25,378	78
Institute for Defense Analyses	23,629	81
Hudson Institute	22,839	83
Battelle Memorial Institute	22,388	85
University of New Mexico	20,504	89
Pennsylvania State University	18,913	93
University of Washington	18,114	94
University of Dayton	16,686	101
Woods Hole Oceanographic Institution	16,013	102
Analytic Services, Inc.	15,133	107
New Mexico State University	12,339	114
University of Illinois	10,922	121
Southwest Research Institute	9,876	131
Carnegie-Mellon University	9,701	132
Utah State University	9,548	133
Environmental Research Institute of Michigan	9,508	134
National Academy of Sciences	7,789	149
Oregon Graduate Center	7,591	150
University of Maryland	7,016	159
Columbia University	6,447	165
Oregon State University	6,283	171
Cornell University	5,900	180
California Institute of Technology	5,709	187
University of Wisconsin System	5,594	189
University of Pennsylvania	5,163	198
Rutgers University	5,053	200
Southeastern Center for Electrical Engineering Education	5,030	201
Yale University	4,950	204
University of Michigan	4,859	205
Riverside Research Institute	4,827	206
University of Florida	4,536	212
Human Resources Research Organization	4,504	214
Southern Research Institute	4,069	222
Booker T. Washington Foundation	3,968	223
Ohio State University Research Foundation	3,910	224
Boston University Trustees	3,868	226
Harvard University	3,857	227
University of Utah	3,729	233
University of Massachusetts	3,675	238
University of Miami	3,591	240
Virginia Polytechnic Institute and State University	3,411	250
Purdue University	3,307	252
Syracuse Research Corporation	3,114	269
Rensselaer Polytechnic Institute	$3,101	270
Princeton University	2,904	277
Oklahoma State University	2,877	278
New Mexico Institute of Mining and Technology	2,816	281
University of Arizona	2,757	283
George Washington University	2,703	287
North Carolina State University	2,700	288
Case Western Reserve University	2,666	290
University of Rhode Island	2,647	291
Washington University	2,595	294
Salk Institute	2,580	296
Stanford University	2,433	303
Research Triangle Institute	2,402	305
Brown University	2,352	309
University of Colorado	2,338	311
University of Minnesota	2,214	315
Northeastern University Corp.	2,200	318
University of North Carolina	2,166	322
Texas A&M Research Foundation	2,147	324
Trustees of Boston College	2,112	329
University of Rochester	2,036	335
University of Iowa	2,028	337
University of Hawaii	2,016	338
New York University	1,999	342
Stevens Institute of Technology	1,973	344
Georgetown University	1,946	347
Lehigh University	1,916	350
University of Pittsburgh	1,914	351
Research Foundation of the State University of New York	1,860	356
Trustees of Columbia University	1,851	358
Michigan State University	1,838	360
Georgia Institute of Technology	1,824	362
Colorado State University	1,745	375
Polytechnic Institute of New York	1,737	376
Emmanuel College (Mass.)	1,730	377
Florida State University	1,729	378
Armour Pharmaceutical Co.	1,711	379
Battelle-Columbus Laboratories	1,671	385
Duke University	1,627	388
University of Alabama	1,559	394
Northwestern University	1,547	399
Ohio State University	1,451	412
La Jolla Institute	1,434	416
Wentworth Institute of Technology	1,371	428
Washington State University	1,320	434
University of Missouri	1,269	444
Michigan Technological University	1,253	445
Louisiana State University A&M College System	1,228	447
American University	1,192	455
American Society for Engineering Education	1,190	456
University of Denver	1,117	466
Auburn University	1,115	468
Colorado School of Mines	1,083	472
Arizona State University	1,053	475
Agouron Institute	1,036	480
Drexel University	1,031	483
Mayo Foundation	971	499

SOURCE: U.S. DEPARTMENT OF DEFENSE

NOTE

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THE CHRONICLE
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July 17, 1985 • $1.75
Volume XXX, Number 20

Gifts to Higher Education Reach Record $5.6-Billion; Businesses, Foundations, Individuals All Increase Aid

By PAUL DESRUISSEAUX

Total voluntary financial support for colleges and universities reached an estimated $5.6-billion in 1983-84—a record.

The amount was $440-million more than had been given to colleges and universities the preceding year, an increase of 8.5 per cent.

The Council for Financial Aid to Education, which conducts an annual survey of giving to higher education, will report this week that individuals, business corporations, and grant-making foundations all increased their support for colleges and universities last year.

Gifts from religious denominations declined.

Individuals in the Forefront

As in past years, individuals led all contributors. Gifts from alumni added up to $1.305-billion last year, a 5.6-per-cent increase. Gifts from other individuals totaled $1.316-billion, up 10.6 per cent from the previous year. It was the first time since 1977-78 that gifts from alumni were less than gifts from other individuals.

The $1.27-billion given by corporations last year was 14.3 per cent more than they gave the year before, the largest increase in the survey. Corporate giving has increased 128 per cent since 1978-79, while total giving has increased 74 per cent.

Giving by foundations was up 6.2 per cent to $1.08-billion last year, and contributions from "other" sources grew by 10 per cent, to $437-million.

Support from religious denominations declined 7.8 per cent, to $190-million.

"Obviously, Americans are putting a high priority on supporting higher education," said John R. Haire, president of the C.F.A.E.

"Corporations increased their giving to colleges and universities at nearly four times the rate of inflation, and total giving went up more than twice as fast as inflation," he added. "This means a substantial increase in real spending power for the colleges."

Support for current operations made up 61 per cent of total contributions, about the same as in other years. Gifts for capital purposes accounted for the remaining 39 per cent.

The national estimates for giving to higher education in 1983-84 are actually projections, based on data that the Council for Financial Aid to Education received from 1,118 institutions participating in its survey.

In its report on that survey, the C.F.A.E. adopted the institutional categories now being used by the National Center for Education Statistics.

Two categories of institution—public and private universities that grant doctoral degrees—each received more than $1-billion in contributions. The 56 private doc-

Continued on Page 11, Column 1

A Fact-File giving details of gifts to 1,118 institutions appears on Page 10.

BUT DISCOUNTS COULD BE CUT

Amid Slump, Computer Sales to Colleges Boom

By JUDITH AXLER TURNER

Headlines in recent issues of business magazines tell the story succinctly:

"Falling First-Quarter Profits Batter the Computer Industry."

"A Fire Sale in Personal Computers."

"America's High-Tech Crisis."

The computer industry, after four years of dramatic growth, has hit a slump. Profits are off. Most of the major companies have laid off workers or shut down plants for a week or two; a few have shut down forever. Others have filed for bankruptcy.

But in the midst of the crisis, sales to colleges and universities appear to be unaffected. The higher-education market, say industry and campus sources, has never been stronger.

However, the industry slump may hit colleges and universities where it would hurt most: in grants and discounts.

Keeping Up with IBM

"The way we do well for grantees is to do well as a company," says John W. Alden, manager of the education marketing program at Texas Instruments, Inc. "Unsuccessful companies aren't able to be generous."

Generosity is a necessity in higher-education marketing, say industry sources, because International Business Machines Corporation, the largest computer company in the country, has set a standard of giving that other companies must try to match if they intend to be competitive on the nation's campuses.

Last year, according to I.B.M.'s own figures, the company gave higher-education institutions more than $59-million in cash, equipment, and the services of "loaned executives."

Other computer manufacturers want to keep up with I.B.M. in grants and discounts to colleges and universities because the companies value the higher-education market, which is seen both

Continued on Page 12, Column 1

Anatomy of a Lobbying Effort: How Colleges Met Congress over Tax Reform

By STACY E. PALMER

WASHINGTON

As soon as President Reagan unveiled his plan to revamp the federal tax code, the chairman of the House Ways and Means Committee, Rep. Dan Rostenkowski, urged citizens to let their views about tax reform be known.

All they had to do, said the Illinois Democrat, was "Write Rosty." Their opinions, he promised, would be considered in Congressional deliberations about how the complicated tax code should be revised.

Or, he announced the next day, those interested in tax reform could testify at the public hearings that his committee would be holding all summer.

To a casual observer, that might have seemed simple: Show up at the committee's hearing room on the day on which a topic of interest was to be discussed, and lawmakers would be waiting eagerly to hear their constituents' views.

But it's not that easy, as many higher-education representatives can attest. That fact was particularly clear last week when the tax-writing committees in both the Senate and the House held hearings on the impact of the President's proposals on donations to charity—an issue with major consequences for higher education. Economists say colleges and universities could lose hundreds of millions of dollars if the Administration's tax plan were enacted without change.

•

For a while, in the days and hours before higher-education officials were to make their first Congressional appearance on tax reform this year, it appeared as if all of a tax lobbyist's worst nightmares were

Continued on Page 18, Column 1

University Is Told to Give Its Faculty Union and Anti-Bias Aide Power to Veto Job Offers

A U.S. judge has told the University of Rhode Island that job offers must be approved by its affirmative-action officer and its faculty union. The university was found to have given women less pay and lower rank than men offered the same jobs. Page 23.

News Summary

Articles on inside pages

Lawyers have become more important to colleges, as was evident at a recent meeting of the National Association of College and University Attorneys. Story on Page 15.

Critical legal studies is a new intellectual movement that is challenging some of the basic premises of law. Story on Page 5.

Portland, Me., is a treasury of architectural design, and two superior examples belong to the Portland School of Art. Story on Page 3.

A prototype of group insurance to cover college retirees' health-care expenses will be designed by a national commission. Story on Page 16.

The tax overhaul proposed by President Reagan could raise the taxes of some college employees by 25 per cent, a House committee was told last week. Story on Page 17.

Last-minute additions to fiscal 1985 spending bills now in Congress would create or upgrade several research centers. Story on Page 17.

Athletic directors are unhappy about a plan at Eastern Michigan University to tie coaches' pay raises to won-lost records and student grades. Story on Page 27.

Canada's largest research-grant agency has warned that federal spending on scientific research must more than double by the end of the decade. Story on Page 29.

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In Brief: Philanthropy

Two Alumni-Giving Programs Win Top U.S. Steel Awards

Hamilton College and the Illinois Institute of Technology have won the top prizes in an annual alumni-giving competition sponsored by the Council for Advancement and Support of Education and the United States Steel Foundation.

Hamilton College won the grand award for sustained performance, and the Illinois Institute of Technology received the grand award for improvement. The $4,000 prizes were to be presented at the CASE annual meeting in Washington this week.

Forty-two other institutions—including public and private colleges and universities, professional and specialized schools, two-year colleges, and independent schools—also received awards for distinguished achievements last year by their alumni-giving programs. There were separate categories for sustained excellence, sustained performance, and improvement.

Some 376 institutions were selected as finalists, based on data submitted in the 1983-84 survey of voluntary support for education, conducted by the Council for Financial Aid to Education and sponsored by CASE and the National Association of Independent Schools (see story on Page 1 and Fact-File at right). The finalists were required to provide additional information on the progress of their alumni fund-raising efforts.

Gerontology Professorship Named for Rep. Pepper

A $1-million endowed professorship to support a scholar dedicated to examining the problems of the elderly has been established at Florida State University in honor of Representative Claude D. Pepper, Democrat of Florida, and his late wife.

The Mildred and Claude Pepper Chair in Social Gerontology was created with $600,000 in private donations supplemented by $400,000 from a state trust fund. The private gifts included $5 from a senior citizen who read about the professorship in the newsletter of the American Association of Retired Persons. The two largest contributions were $100,000 from the Public Welfare Foundation and $50,000 from the Andreas Foundation.

The 84-year-old Congressman has championed the cause of the elderly for most of his political career, which has covered 56 years and the administrations of seven Presidents.

The university's president, Bernard Sliger, said a Florida institution was an appropriate place for a professorship in gerontology, since people over 65 will make up 25 per cent of the state's population by 1990. The comparable national figure is expected to be 11 per cent.

Notes on Capital Campaigns

▶ Rosemont College has begun a three-year campaign to raise $8.3-million, some $6-million of which will be used as endowment for academic programs and facilities. The college already has raised about $3.3-million toward its goal.

▶ Yale University has begun a five-year campaign to raise $125-million for its School of Medicine. Thus far, $32-million has been received. The funds will be used to increase endowment, meet research and program needs, and build or renovate facilities. —PAUL DESRUISSEAUX

FACT-FILE

Voluntary Support of Higher Education, 1983-84

Public Institutions

	94 doctoral institutions	124 comprehensive institutions	39 general baccalaureate institutions	18 specialized institutions	275 4-year institutions	84 2-year institutions	Total for 359 institutions
PURPOSES OF SUPPORT							
Current operations							
Unrestricted	$92,312,000	$19,492,000	$4,844,000	$7,218,000	$123,867,000	$3,316,000	$127,183,000
Restricted	$735,646,000	$66,521,000	$10,565,000	$69,763,000	$882,495,000	$5,095,000	$887,590,000
Capital	$173,973,000	$12,063,000	$2,476,000	$26,160,000	$214,672,000	$3,070,000	$217,742,000
Endowment							
Unrestricted	$31,320,000	$1,462,000	$2,392,000	$125,000	$35,299,000	$1,360,000	$36,659,000
Restricted	$203,341,000	$18,355,000	$5,028,000	$11,394,000	$238,619,000	$1,759,000	$240,378,000
Loan funds	$7,150,000	$201,000	$8,000	$1,746,000	$9,105,000	$36,000	$9,141,000
SOURCES OF SUPPORT							
Alumni	$218,025,000	$20,107,000	$5,896,000	$8,962,000	$252,990,000	$1,115,000	$254,105,000
Parents	$2,551,000	$571,000	$169,000	$54,000	$3,345,000	$27,000	$3,372,000
Other individuals	$236,022,000	$35,183,000	$7,107,000	$22,289,000	$300,602,000	$5,499,000	$306,101,000
Foundations	$204,508,000	$17,200,000	$3,267,000	$41,640,000	$266,615,000	$1,630,000	$268,245,000
Corporations and businesses	$424,535,000	$34,623,000	$6,024,000	$30,335,000	$495,517,000	$5,226,000	$500,743,000
Religious organizations	$542,000	$75,000	$20,000	$31,000	$667,000	$18,000	$685,000
Other organizations	$157,560,000	$10,336,000	$2,828,000	$13,595,000	$184,320,000	$1,122,000	$185,442,000
FORMS OF GIVING							
Realized bequests	$89,507,000	$4,950,000	$1,000,000	$6,347,000	$101,803,000	$1,301,000	$103,104,000
Trusts, pooled income funds, and annuities	$12,763,000	$2,455,000	$217,000	$27,000	$15,463,000	$721,000	$16,184,000
SUPPORT THROUGH THE ANNUAL FUND							
Total alumni of record	9,618,772	3,232,117	283,793	196,815	13,331,497	297,021	13,628,518
Alumni solicited for annual fund	7,267,350	2,213,663	232,687	151,272	9,864,972	104,884	9,969,856
Alumni donors to annual fund	1,065,590	263,346	44,868	37,249	1,411,053	6,087	1,417,140
Alumni gifts to annual fund	$90,916,000	$11,328,000	$2,788,000	$3,394,000	$108,427,000	$956,000	$109,383,000
Total gifts to annual fund	$222,841,000	$32,060,000	$6,044,000	$9,695,000	$270,640,000	$3,293,000	$273,933,000
GIFTS OF PROPERTY							
Company products	$43,144,000	$5,383,000	$1,103,000	$4,699,000	$59,329,000	$2,905,000	$62,234,000
Other, corporations	$15,503,000	$7,906,000	$1,200,000	$631,000	$25,240,000	$1,707,000	$26,947,000
Other, non-corporations	$44,371,000	$9,074,000	$2,864,000	$661,000	$56,969,000	$1,561,000	$58,531,000
CORPORATIONS' MATCHING GIFTS							
Total number of gifts matched	73,786	9,022	1,227	6,710	90,745	165	90,910
Support from matching-gift programs	$15,599,000	$1,967,000	$334,000	$1,182,000	$19,083,000	$37,000	$19,121,000
Total support	**$1,243,743,000**	**$118,095,000**	**$25,312,000**	**$116,906,000**	**$1,504,056,000**	**$14,637,000**	**$1,518,693,000**

Private Institutions

	56 doctoral institutions	135 comprehensive institutions	411 general baccalaureate institutions	105 specialized institutions	707 4-year institutions	42 2-year institutions	Total for 749 institutions
PURPOSES OF SUPPORT							
Current operations							
Unrestricted	$225,171,000	$142,329,000	$304,070,000	$63,047,000	$734,617,000	$9,484,000	$744,101,000
Restricted	$679,600,000	$89,576,000	$124,325,000	$51,633,000	$945,135,000	$2,581,000	$947,716,000
Capital	$217,972,000	$106,655,000	$165,568,000	$41,029,000	$531,225,000	$5,552,000	$536,777,000
Endowment							
Unrestricted	$64,967,000	$36,235,000	$97,881,000	$14,217,000	$213,300,000	$983,000	$214,283,000
Restricted	$392,404,000	$110,525,000	$165,616,000	$24,429,000	$692,974,000	$2,009,000	$694,983,000
Loan funds	$15,180,000	$1,697,000	$4,189,000	$517,000	$21,582,000	$1,000	$21,583,000
SOURCES OF SUPPORT							
Alumni	$428,988,000	$118,401,000	$255,712,000	$29,264,000	$832,365,000	$3,065,000	$835,470,000
Parents	$12,412,000	$11,462,000	$26,164,000	$1,019,000	$51,056,000	$380,000	$51,437,000
Other individuals	$324,513,000	$133,845,000	$222,796,000	$46,560,000	$727,713,000	$5,821,000	$733,535,000
Foundations	$360,950,000	$94,237,000	$136,991,000	$45,467,000	$637,645,000	$3,777,000	$641,422,000
Corporations and businesses	$351,617,000	$71,647,000	$93,287,000	$40,532,000	$557,083,000	$2,614,000	$559,697,000
Religious organizations	$11,858,000	$36,258,000	$81,145,000	$23,350,000	$152,611,000	$4,460,000	$157,072,000
Others	$104,956,000	$21,169,000	$45,555,000	$6,662,000	$180,342,000	$472,000	$180,813,000
FORMS OF GIVING							
Realized bequests	$202,157,000	$75,348,000	$118,130,000	$12,924,000	$408,558,000	$1,298,000	$409,856,000
Trusts, pooled income funds, and annuities	$25,300,000	$16,221,000	$21,515,000	$3,745,000	$66,782,000	$203,000	$66,985,000
SUPPORT THROUGH THE ANNUAL FUND							
Total alumni of record	3,977,075	595,696	3,727,173	737,352	11,037,296	247,057	11,284,353
Alumni solicited for annual fund	3,205,817	184,268	3,187,998	649,859	9,227,942	212,415	9,440,357
Alumni donors to annual fund	912,729	482,707	853,321	139,671	2,388,428	24,849	2,413,277
Alumni gifts to annual fund	$162,322,000	$52,068,000	$96,953,000	$14,193,000	$325,537,000	$1,625,000	$327,162,000
Total gifts to annual fund	$272,777,000	$126,509,000	$262,108,000	$43,516,000	$704,910,000	$7,419,000	$712,329,000
GIFTS OF PROPERTY							
Company products	$41,282,000	$3,036,000	$4,436,000	$5,745,000	$54,499,000	$136,000	$54,634,000
Other, corporations	$2,229,000	$4,433,000	$6,676,000	$2,601,000	$15,938,000	$74,000	$16,012,000
Other, non-corporations	$26,049,000	$13,757,000	$14,569,000	$1,377,000	$55,753,000	$5,391,000	$61,144,000
CORPORATIONS' MATCHING GIFTS							
Total number of gifts matched	90,008	41,987	73,841	17,366	223,201	1,911	225,112
Support from matching-gift programs	$24,107,000	$10,310,000	$21,498,000	$3,412,000	$59,327,000	$309,000	$59,636,000
Total support	**$1,595,294,000**	**$487,018,000**	**$861,640,000**	**$194,874,000**	**$3,138,836,000**	**$20,610,000**	**$3,159,446,000**

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

Gifts to Colleges Top $5.6-Billion, Setting Record

Continued from Page 1

toral institutions reporting received $1.59-billion, an average of $28.4-million each, representing 34 per cent of the total reported by all respondents in the survey. The 94 public doctoral institutions reporting received $1.24-billion, an average of $13.2-million each, representing 26.6 per cent of the total.

The 411 private general baccalaureate institutions reporting said that they had received $861.6-million in gifts, an average of nearly $2.1-million each, and the 135 private comprehensive colleges and universities reporting received $487-million in gifts, an average of $3.6-million each.

The 39 public general baccalaureate institutions received $25.3-million, and the 124 public comprehensive institutions received $118.1-million.

The 105 private specialized institutions that took part in the survey received $194.9-million in contributions, while the 18 public specialized institutions received $116.9-million.

The 42 private two-year institutions reported $20.6-million in gifts, while the 94 public two-year colleges in the survey received $14.6-million.

For the first time the C.F.A.E. asked participants in its survey to report corporations' gifts of company products. Corporations gave $54.6-million worth of their products to the 749 private institutions in the survey, and $62.2-million worth to the 369 public institutions.

Corporations gave $59.6-million to "match" a total of 223,112 gifts from individuals to private institutions, and $19.1-million to match 90,910 gifts to public institutions.

Harvard University led all institutions in the amount of voluntary support received in 1983-84. All but one of the top 10 recipients were private institutions.

The Top 20

The C.F.A.E. reported the following 20 institutions had the highest totals in voluntary support last year:

1. Harvard U.	$125,201,403
2. Stanford U.	111,802,741
3. Yale U.	75,338,008
4. Columbia U.	75,234,746
5. Cornell U.	72,818,654
6. U. of Cal., Los Angeles	64,076,015
7. Mass. Inst. of Technology	62,994,928
8. Princeton U.	58,163,839
9. U. of Southern California	55,000,784
10. U. of Chicago	54,877,359
11. U. of Illinois	53,203,384
12. U. of Wisconsin, Madison	52,469,347
13. U. of Pennsylvania	52,424,854
14. U. of Michigan	52,072,056
15. Texas A&M U.	48,147,936
16. U. of Minnesota	47,351,881
17. New York U.	45,268,985
18. Johns Hopkins U.	42,322,416
19. U. of Washington	41,256,381
20. Washington U.	40,751,265
Multiple-unit systems not included above:	
U. of California	$172,638,446
U. of Texas	106,578,088

The Council for Financial Aid to Education is a non-profit organization that seeks to stimulate voluntary financial support of higher education.

Its annual survey of giving to education is cosponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools.

The C.F.A.E.'s report on the survey, *Voluntary Support of Education 1983-84*, will be published in August. Copies may be obtained for $20 each from the Council for Financial Aid to Education, 680 Fifth Avenue, New York 10019.

Support Compared with Prices, Spending, Enrollment

	Estimated voluntary support				Institutional expenditures					
		Per student				Per student				
Academic years	Total	Current	Adjusted†	Share of total expend.	Total	Current	Adjusted†	Total enrollment	Consumer Price Index*	Higher Education Price Index*
1949-50	$ 240,000,000	$ 90	$126	9.0%	$ 2,500,000,000	$ 940	$1,310	2,659,000	71.7	n.a.
1965-66	1,440,000,000	241	251	9.4%	15,200,000,000	2,547	2,656	5,967,000	95.9	95.0
1970-71	1,860,000,000	217	183	6.9%	26,900,000,000	3,135	2,639	8,581,000	118.8	128.6
1975-76	2,410,000,000	215	130	5.7%	42,600,000,000	3,809	2,296	11,185,000	165.9	177.2
1980-81	4,230,000,000	350	135	6.0%	70,500,000,000	5,828	2,245	12,097,000	259.6	263.9
1983-84	5,600,000,000	449	147	6.2%	90,000,000,000	7,220	2,369	12,465,000	304.8	325.4
Average annual change										
1949-50 to 1965-66	+11.9%	+ 6.4%	+ 4.4%		+11.9%	+6.4%	+ 4.5%	+ 5.2%	+ 1.8%	n.a.
1965-66 to 1970-71	+ 5.3%	− 2.1%	− 6.1%		+12.1%	+4.2%	− 0.1%	+ 7.5%	+ 4.4%	+ 6.2%
1970-71 to 1975-76	+ 5.3%	− 0.2%	− 6.6%		+ 9.6%	+4.0%	− 2.7%	+ 5.4%	+ 6.9%	+ 6.6%
1975-76 to 1980-81	+11.9%	+10.2%	+ 0.8%		+10.6%	+8.9%	− 0.4%	+ 1.6%	+ 9.4%	+ 8.3%
1980-81 to 1983-84	+ 9.6%	+ 8.7%	+ 2.9%		+ 8.4%	+7.4%	+ 1.8%	+ 1.0%	+ 5.4%	+ 7.2%

† Adjusted to 1967 dollars, according to Consumer Price Index.
* 1967 = 100
n.a.—not available

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

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C515

'In' Box

Speakers on the program at this week's annual meeting of the Council for Advancement and Support of Education in Washington were mailed a list of tips "for making your talk go over even better with the women and minorities in your CASE audience."

"As a CASE speaker, you want to do your best—and make the best possible impression on your audience," the memo advised.

Among the tips, developed by the council's Committee on Career Advancement of Minorities and Women, were the following:

► "Some speakers unconsciously use 'he' when referring to the typical president, vice-president, or director and 'she' when speaking of secretaries and other support staff. This implies that important positions are automatically held by men. One way to avoid this is to speak in the plural ('Presidents should organize their time') or use he and she/his and hers ('Your president should organize his or her time')."

► "The time has passed when jobs were rigidly segregated by sex. Don't say, 'You can ask the girls in the record section to do it' or 'Turn that over to the boys in the mail room.' Instead, use job titles or organizational position: 'That is the responsibility of the records clerks' or 'The mail handlers will take care of that.' "

► "Please refrain from calling adult women 'girls,' 'gals,' or 'ladies.' Any female over age 18 should be referred to as a woman."

► "Use only necessary descriptive terms when referring to a woman. It's not necessary to describe a woman as petite, vivacious, or cute. After all, you don't usually describe a man with such qualifying terms."

► "It's not necessary to provide information about the marital status of women to whom you refer. . . . For example, you would say, 'One expert on deferred giving is John Jones.' Therefore, do the same for a woman: 'One expert on deferred giving is Josephine Jones.' "

► "It is inappropriate to use first names for women and not for men. It conveys a great deal about your view of women's status in the organization if you say, 'I had Suzie type this speech, then I checked it with Mr. Harper.' "

► "Employing such adjectives as 'intelligent,' 'bright,' or 'articulate' when casually referring to members of a minority group can sound condescending when you don't use these terms in similar situations when referring to majority persons."

► "Don't assume that, just because you're addressing a group with several members of a specific ethnic or racial group, the group will be interested in hearing your opinions about them. (If you're discussing the annual fund before an audience composed mostly of blacks, your views on Jesse Jackson or the Civil Rights Commission, even if your views are supportive, are irrelevant to the assigned topic.)"

Personal & Professional

Court Orders University to Give Faculty Union and Anti-Bias Officer Power to Veto Job Offers

Judge's injunction follows finding that U. of Rhode Island discriminated against women

PROVIDENCE, R.I.

A federal district court here has told the University of Rhode Island that it must have the approval of its affirmative-action officer and the campus chapter of its academic union before offering jobs on the faculty to any candidates.

The court issued the injunction following its finding in April that the university was guilty of discriminating against female faculty members by offering them lower starting salaries than men and assigning them to lower ranks.

Under procedures spelled out in the injunction, the university's affirmative-action officer must approve the proposed starting salary for jobs offered on the faculty, as well as the initial rank if the jobs are at the level of instructor or assistant professor. The officer must also certify that the university will not violate federal affirmative-action and equal-employment legislation by hiring a candidate.

Requires Annual Report on Hiring

For its part, the union—the campus chapter of the American Association of University Professors—must notify the administration if it has any objections to the terms of a job offer. The court order included guidelines to use if the union does object.

The court order also requires the university administration to file an annual report on faculty members hired each year and to establish, with the union, a joint review committee to hear grievances filed by female professors.

President Edward D. Eddy and other university administrators declined last week to comment on the injunction, saying they had not had time to read it thoroughly.

Edward Marth, executive director of the campus A.A.U.P. chapter, called the continuing litigation "a black eye for higher education in Rhode Island."

> **"The university's response, taken as a whole, amounted to a sort of affirmative inaction."**

"We have for seven years been trying to bring some closure to this matter," he said. "We could have settled for $200,000 several years ago. The university has spent at least $600,000 in legal fees so far."

U.S. District Court Judge Bruce M. Selya ruled in April that the University of Rhode Island had discriminated against female faculty members since 1972 by paying them lower starting salaries than those paid their male colleagues with the same qualifications, and by assigning them to lower initial ranks.

Although Judge Selya did not find the university guilty of sex discrimination in hiring, promotion, and tenure—as some of the female professors had alleged in individual and class-action suits—he concluded that "the conduct of its affairs has been measurably less than one would hope."

Judge Selya said the court had issued the injunction to make sure that women and men would receive equal treatment from now on because "the atmosphere of discrimination has not wholly abated" at the university.

"There is no credible evidence that the [university administrators] have ceased paying women less than men at hire, or that they have begun assigning women to rank in an unbiased fashion," he said, adding that "many of the players who fostered antipathy toward women and, in certain instances, made discriminatory decisions, are still active in the university hierarchy."

The university has appealed the ruling of the federal district court to the U.S. Court of Appeals for the First Circuit in Boston.

The litigation, a web of individual and class actions, dates to early 1977, when Lucy Peng-Fei Chang sued the university over her dismissal in 1972 as an instructor

Continued on Following Page

Half of All Faculty Members Taught in Summer and Earned an Average of $3,900, Survey Finds

By JEAN EVANGELAUF

Nearly half of all faculty members taught summer school last year, according to the results of a *Chronicle* survey.

They earned an average of $3,900, which amounted to 13 per cent of their nine-month pay for academic year 1984-85.

Those figures are for faculty members of all ranks and those without academic ranks.

By rank, full professors earned an average of $4,800 from summer teaching, while associate and assistant professors' summer earnings averaged $3,700 and $3,200, respectively.

The disciplines with the most faculty members teaching last summer were business and economics and physical education. In those areas, about 6 in 10 professors offered courses.

Enrollments Hold Steady

Melvin Bernstein, administrative dean for summer programs at the University of Maryland at College Park and president of the North American Association of Summer Sessions, said that informal reports from other deans indicated that summer enrollments had remained stable for the last few years at both private and public institutions.

Student interest in business, computer science, and engineering is still strong, he said, although some institutions have told him that enrollment in master's-of-business-administration programs has fallen.

In general, faculty members at public colleges and universities were more likely to teach summer school than were their colleagues at private institutions.

In engineering, for example, half of those at public comprehensive and one-third of those at private comprehensive institutions offered a course in the summer session.

A table outlining faculty members' summer-school earnings appears on Page 25.

According to Leslie J. Coyne, director of the summer school at Indiana University at Bloomington and executive secretary of the Association of University Summer Sessions, large universities are more likely to offer summer sessions than are private liberal-arts colleges.

"There's a lot of competition for summer-school students. The students are price-sensitive and looking for breadth and depth in the course offerings," he said. "They might be looking for something they couldn't get at their own institution. The more you can offer, the better your chances of getting those students who are undecided about where to enroll."

Large Variety at Big Institutions

Large institutions such as his can afford to offer a wide variety of courses covering basic to advanced topics, he said. Income from classes with large enrollments can cover the costs of classes in which few students enroll.

Small institutions may not have enough tuition income from their summer programs to pay for specialized courses, Mr. Coyne said. But by eliminating those courses, the institutions are less attractive to potential students, he continued.

Summer-school salaries are usually determined as a percentage of a faculty member's academic-year pay, and the differences in summer earnings across the disciplines reflect the differences in base salary. Earnings were highest for those in engineering and business and economics, and lowest for those in the fine and applied arts, physical education, and vocational education.

In addition to summer earnings, faculty members surveyed for *The Chronicle* were

Continued on Page 25, Column 1

professor. "The court's conclusion is reinforced by the atmosphere at U.R.I.," he said.

"Regard for the niceties of equal opportunity was lacking," he added. "Administrators involved in making and approving offers (including rank placements) were among the individuals who most frequently departed from the affirmative-action principles."

The judge said the court could not determine exactly what role sex discrimination had played in annual compensation, but that "gender has not been proven to be a substantial classwide determinant." However, he said, discrimination in starting salaries and initial rank "may have created gender-based disparities which were thereafter distended by the routine application of across-the-board percentage increases."

"There is no solid evidence that U.R.I. discriminated in deciding whether or not to hire women faculty members," the judge said. "There were, to be sure, isolated incidents where the university fell short. While there may well have been an aberrant department or two, the practices of a small, retrenched bastion cannot be imputed to the university as a whole."

Approves Review Processes

Although the class actions contended that decisions about promoting female faculty members had been made "in a systematically discriminatory manner," Judge Selya concluded that review processes had functioned properly.

"Promotion criteria were neither fashioned so as to hamper the advancement of females nor applied to women, as a class, in a factitious manner," he concluded.

The women also alleged "gender-based discrimination in U.R.I.'s allocation of tenure," but the court found that "though the atmosphere at U.R.I. was subtly scented with potentially poisonous vapors, there is little to show that such negative attitudes infected the tenure process."

—BEVERLY T. WATKINS

Professors Found Averaging $3,900 in Summer Pay

Continued from Page 23

asked to report "outside" earnings from professional work, such as consulting, paid research, and publishing, for the period from September 1983 through August 1984. Sixty-four per cent reported such earnings, which averaged $6,300, or 21 per cent of the average nine-month pay for 1983-84. Those outside earnings exclude summer-school pay.

By discipline, the percentages of all faculty members reporting outside earnings and the average amounts they earned were as follows:

Arts	69%	$5,500
Business, economics	69%	8,000
Engineering	78%	10,900
Humanities	58%	4,000
Physical education	55%	4,700
Science, mathematics	59%	6,600
Social sciences	69%	6,100
Vocational education	55%	6,200

The survey results are based on a random sample of 1,866 faculty members who offered courses in the fall of 1983 and fall 1984 at institutions of all types except law and medical schools, private two-year colleges, proprietary institutions, and colleges with fewer than 500 students.

It was conducted for *The Chronicle* by John Minter Associates, a research company in Boulder, Colo.

CHRONICLE SURVEY

Faculty Members' Summer-School Earnings, 1984

By discipline group and type of institution†

	Proportion reporting earnings	Average amount of earnings	Average proportion of base salary ‡
Arts, fine and applied			
Public			
Doctoral institutions	54%	$3,600	12%
Comprehensive institutions*	45%	2,800	11%
2-year institutions	37%	2,100	8%
Private			
Doctoral institutions	42%	3,300	11%
Comprehensive institutions*	21%	2,900	9%
Liberal-arts institutions	33%	2,500	10%
Business and economics			
Public			
Doctoral institutions	61%	$7,200	19%
Comprehensive institutions*	65%	4,900	15%
2-year institutions	51%	2,800	11%
Private			
Doctoral institutions	42%	3,100	9%
Comprehensive institutions*	48%	2,400	8%
Liberal-arts institutions	40%	3,300	14%
Engineering (a)			
Public			
Doctoral institutions	50%	$7,800	20%
Comprehensive institutions*	50%	6,800	19%
2-year institutions	61%	2,800	9%
Private			
Doctoral institutions	24%	4,300	10%
Comprehensive institutions*	33%	3,400	11%
Liberal-arts institutions	60%	3,100	11%
Humanities (b)			
Public			
Doctoral institutions	43%	$4,200	13%
Comprehensive institutions*	58%	3,800	14%
2-year institutions	42%	3,200	11%
Private			
Doctoral institutions	27%	2,500	9%
Comprehensive institutions*	51%	1,800	7%
Liberal-arts institutions	43%	1,600	6%
Physical education			
Public			
Doctoral institutions	45%	$4,000	14%
Comprehensive institutions*	81%	2,400	9%
2-year institutions	26%	1,600	5%
Private			
Doctoral institutions	25%	2,300	6%
Comprehensive institutions*	86%	4,500	22%
Liberal-arts institutions	20%	3,500	12%
Science and mathematics			
Public			
Doctoral institutions	40%	$4,600	14%
Comprehensive institutions*	53%	4,200	14%
2-year institutions	58%	3,100	11%
Private			
Doctoral institutions	32%	3,800	13%
Comprehensive institutions*	57%	2,800	11%
Liberal-arts institutions	36%	2,200	9%
Social sciences (c)			
Public			
Doctoral institutions	46%	$5,000	16%
Comprehensive institutions*	60%	4,000	13%
2-year institutions	46%	3,700	12%
Private			
Doctoral institutions	49%	3,500	11%
Comprehensive institutions*	59%	3,100	11%
Liberal-arts institutions	—	—	—
Vocational education (d)			
Public			
Doctoral institutions	33%	$2,900	9%
Comprehensive institutions*	37%	3,600	14%
2-year institutions	45%	2,500	10%
Private			
Doctoral institutions	33%	2,400	9%
Comprehensive institutions*	40%	3,600	16%
Liberal-arts institutions	25%	1,200	8%

† Includes full, associate, and assistant professors, instructors, and faculty members without academic rank.

‡ Base salary does not include fringe benefits or the value of contributed services.

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.

(a) Includes computer science.

(b) Includes language, literature, and communications.

(c) Includes education.

(d) Includes home economics, health, and nursing.

— Insufficient data.

By discipline group and rank

	Proportion reporting earnings	Average amount of earnings	Average proportion of base salary ‡
Arts, fine and applied			
Professor	42%	$3,700	11%
Associate professor	56%	3,000	11%
Assistant professor	27%	2,200	9%
Business and economics			
Professor	56%	$5,900	15%
Associate professor	61%	4,800	15%
Assistant professor	60%	4,100	14%
Engineering (a)			
Professor	34%	$7,400	18%
Associate professor	51%	6,100	17%
Assistant professor	69%	5,300	16%
Humanities (b)			
Professor	46%	$3,500	10%
Associate professor	53%	3,000	11%
Assistant professor	51%	3,200	15%
Physical education			
Professor	60%	$3,300	9%
Associate professor	58%	4,000	16%
Assistant professor	55%	2,300	10%
Science and mathematics			
Professor	44%	$4,600	13%
Associate professor	51%	3,800	13%
Assistant professor	45%	2,800	12%
Social sciences (c)			
Professor	52%	$5,900	15%
Associate professor	50%	3,500	12%
Assistant professor	58%	2,800	13%
Vocational education (d)			
Professor	44%	$3,100	9%
Associate professor	35%	2,700	10%
Assistant professor	35%	2,900	12%

By type of institution and rank

	Proportion reporting earnings	Average amount of earnings	Average proportion of base salary ‡
Public and private doctoral institutions			
Professor	42%	$5,800	15%
Associate professor	46%	4,400	14%
Assistant professor	49%	3,700	14%
Public and private comprehensive institutions*			
Professor	54%	$4,100	12%
Associate professor	60%	3,800	13%
Assistant professor	55%	3,300	14%
Private liberal-arts institutions			
Professor	37%	$6,700	18%
Associate professor	36%	2,100	9%
Assistant professor	37%	2,200	10%
Public 2-year institutions			
Professor	52%	$3,500	10%
Associate professor	51%	2,900	10%
Assistant professor	51%	2,500	10%
All institutions			
Professor	46%	$4,800	13%
Associate professor	52%	3,700	13%
Assistant professor	50%	3,200	13%
All ranks †	**48%**	**$3,900**	**13%**

Note: Survey data are based on responses of 1,866 faculty members who offered courses in the fall of 1983 and 1984. The usable response rate of the survey was 31 per cent. A random sample was drawn from faculty lists that were revised in July 1984. Data are weighted to represent faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students. Technical inquiries about the survey should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Cross-Cultural Orientation: A Guide for Leaders and Educators, edited by Alvino E. Fantini and others (Experiment Press, Experiment in International Living, Kipling Road, Brattleboro, Vt. 05301; 336 pages; $10, plus $1 for shipping). A guide to designing an orientation program for American students studying abroad.

Directory of Special Libraries and Information Centers, ninth edition, edited by Brigitte T. Darnay (Gale Research Company, Book Tower, Detroit 48226). *Volume 1: Directory of Special Libraries and Information Centers in the United States and Canada* (1,735 pages; $320 prepaid). *Volume 2: Geographic and Personnel Indexes* (876 pages; $265 prepaid).

Involving Adults in the Educational Process (New Directions for Continuing Education, No. 26), edited by Sandra H. Rosenblum (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 110 pages; $8.95 prepaid). Suggests ways for teachers to take advantage of the experience and knowledge that adult students bring to their classes.

Legislative Directory of State Education Committee Chairs and Staff (National Conference of State Legislatures, Marketing Department, 1125 17th Street, Suite 1500, Denver 80202; 76 pages; $10 prepaid).

Patterns in Education: The Unfolding of Nursing (National League for Nursing, 10 Columbus Circle, New York 10019; 178 pages; $18.95, plus 75 cents for shipping). A collection of papers presented at the N.L.N.'s national conference on nursing education; it was held in Philadelphia in December 1984.

Pioneers and New Frontiers: The Role of Volunteers in Combating Adult Illiteracy, by Dianne Kangisser (Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York 10020; 46 pages; $4.50 prepaid).

Quality in Teacher Education: A Crisis Revisited, by Erica Gosman (Publications Secretary, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colo. 80302; 34 pages; $10 prepaid).

The Town's College: Middlebury College, 1800-1915, by David Stameshkin (College Store, Middlebury College, Middlebury, Vt. 05753; 368 pages; $15, plus $1.75 for shipping).

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News Summary

Articles on inside pages

A coalition of trade and professional associations has urged small businesses to lobby for state laws restricting commercial ventures by universities. Story on Page 13.

The new chairman of the Education Commission of the States, Gov. Thomas H. Kean of New Jersey, has announced a project to encourage the improvement of undergraduate education. Story on Page 3.

A renowned classicist brings his understanding of ancient Greece to bear on studies of an Italian film director and American Indians. Story on Page 5.

A table of projected enrollments at U.S. colleges and universities through 1993 appears on Page 13.

Witnesses last week urged a House subcommittee to continue federal support for Upward Bound and other programs that aid disadvantaged students. Story on Page 15.

The former president of South Dakota State University has sued the board of regents, charging that it violated his constitutional rights. Story on Page 19.

An internal investigation at Memphis State University has failed to turn up evidence to support rumors of gambling and point shaving. Story on Page 23.

University leaders from some 80 countries will gather in Los Angeles in August for the first conference of the International Association of Universities held in the United States. Story on Page 27.

Poland's parliament last week approved controversial amendments to the country's higher-education act. Story on Page 27.

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DEMONSTRATORS CLAIM VICTORY

Militant Animal-Rights Protesters and Aid Cutoff Alarm Researchers

By JOAN C. AMATNIEK

Biomedical researchers are concerned that increasing militancy among animal-rights activists and a recent action by the federal government could cloud the future of scientific experimentation involving animals.

Scientists criticized the recent decision by Margaret M. Heckler, Secretary of Health and Human Services, to suspend support from the National Institutes of Health for brain-injury research on baboons at the University of Pennsylvania.

Secretary Heckler's announcement followed four days of demonstrations at the N.I.H., during which animal-rights activists occupied an office there.

Secretary's Action Discussed

If the Secretary's decision was based on pressure from the demonstrators, "the whole biomedical community is in trouble," said Peter J. Gerone, director of the Delta Regional Primate Research Center at Tulane University.

The action could be a threat to biomedical research "if the facts do not justify it," said Orville A. Smith, director of the Regional Primate Research Center at the University of Washington.

The protest did not "substantively" affect the Secretary's decision, said a

Continued on Page 10, Column 1

Outdated Facilities Hamper Research, Scientists Warn

By KIM McDONALD

WASHINGTON

Many university research buildings and laboratories are outdated or in serious need of repair, and unless novel ways are found to finance their upgrading, the country's research enterprise will be seriously hampered, a group of science leaders warned last week.

Members of Congress and White House science officials told senior university research administrators attending a meeting at the National Academy of Sciences here that although the federal government could shoulder some of the cost of replacing and renovating facilities—estimated to total between $5-billion and $20-billion—its share would probably not increase significantly as long as lawmakers were struggling to reduce the federal deficit.

"It is a problem that needs solving whether or not there are new sources of funding," Roland W. Schmitt, chairman of the National Science Board, the policy-setting arm of the National Science Foundation, told the gathering. "If you try to escape it, there will be a continued downward spiral of research."

The academy's meeting, which drew

Continued on Page 17, Column 1

TULANE CENTER BURNS

KURT MUTCHLER, THE TIMES PICAYUNE

Tulane's President Eamon M. Kelly and an unidentified firefighter at blaze that caused $1.3-million in damage to the university's student center.

Poor Said to Pay Half Their Costs of College-Going

Most low-income students found getting Pell grants

By ROBIN WILSON

WASHINGTON

Poor students end up paying at least half of their college costs—even though most of them receive Pell Grants and about half get other forms of federal assistance, according to the American Council on Education.

Most students do not immediately feel the effects of paying their college bills, A.C.E. researchers say in a new report, because payment on their federally guaranteed loans is put off until after they finish college.

That delayed cost should not be overlooked, the researchers say. When it is taken into account, poor students—whom the report defines as those from families earning less than $15,000 a year—paid about $2,500 in academic 1983-84 to attend public colleges and $4,000 to attend private institutions.

Education Still 'Out of Reach'

"Critics of student-aid programs argue that low-income students receive a free ride through college because they contribute nothing to their education," says the report, "How Low-Income Families Pay for College," which is to be released this week.

"The facts are that low-income students and their families are paying a substantial portion of the costs of college attendance and, despite the availability of student aid, a college education remains financially out of reach for many of these families."

Further, the report says, only a small proportion, about 14 per cent, of Pell Grant recipients received the maximum grant of $1,800 in 1983-84, the last academic year for which figures are available. The average grant was $1,450 at private colleges and $1,150 at public colleges.

About 85 percent of students from low-income families received Pell Grants in 1983-84 and 50 per cent got other forms of

Continued on Page 17, Column 2

Chile's Universities Irked by Military Government's Continuing Control

By DOUGLAS TWEEDALE

SANTIAGO, CHILE

Chile's universities have become an important center of attention for both the 12-year-old regime of Gen. Augusto Pinochet and its opponents, as students and faculty members press demands for democratization of higher education.

The country's traditionally self-governing universities have been under military control since 1973, and students and faculty members on most campuses agree that the time has come for a change.

"It's as if the government opened a valve during the political liberalization of 1983-84," says Julian Harvey, the representative here of the influential British Council. "Now they'd like to screw it shut, but it's too late."

Most of the 20 universities in Chile are run by a "trustee-delegate" appointed by General Pinochet. Although in some cases the trustee is accepted by the faculty, a poll taken this month showed that an overwhelming majority of professors favored a return to the traditional system of deans elected by the faculty.

The reason, according to Patricio Basso, president of the Faculty Association of the University of Chile, is that administration by the government has been "inefficient, undemocratic, and unfair."

Mr. Basso's organization maintains that a major university reform in 1980-1981 failed to improve the situation, since most of the university's top authorities are still named directly or indirectly by General Pinochet.

"This is more like a feudal regime than a university," Mr. Basso says. "Professors have no rights."

José Joaquin Brunner, a sociologist and specialist in higher education, believes that the situation has become dangerous for the government. "Even those academics who support Pinochet politically are alienated by the authoritarian structure of the universities," he says.

Mr. Brunner and others believe that the issue of self-government and academic

Continued on Page 28, Column 1

State Laws Restricting Commercial Ventures by Universities Urged by Trade Associations

Targets include campus travel agencies, laboratory services, and computer rentals

By JEAN EVANGELAUF

WASHINGTON

A coalition of 15 national trade and professional associations has urged small businesses to lobby for state laws restricting commercial ventures by universities and other non-profit organizations.

Among the group's targets are colleges and universities that operate travel agencies, sell laboratory testing services, and rent campus computer and audio-visual facilities to the general public.

In a manual published this month, the Business Coalition for Fair Competition describes strategies that businesses can use to encourage state legislatures to prohibit tax-exempt organizations from selling goods and services in direct competition with private companies.

Worries about rising costs and declining federal and state aid have led many non-profit groups to sell services to support their educational, research, and public-service activities.

"The coalition got together because a lot of small businesses are being threatened by non-profits, who can have lower prices because they enjoy a preferential tax status and postal privileges," said Barbara E. O'Hara, a coalition member and the director of government affairs for the American Society of Travel Agents.

Frank S. Swain, director of the Office for Advocacy at the U.S. Small Business Administration, said his organization had received a "significant number" of complaints about sales by educational institutions.

"It's a growing source of controversy, and most people recognize that it's a legitimate issue," he said. "It's going to be a big issue in the states for the foreseeable future."

Mr. Swain said he expected state legislators to be sympathetic to business complaints because they often have closer ties to the business community than to academe.

Ms. O'Hara said the coalition was recommending state actions because individual lawsuits are expensive and federal efforts are inadequate.

Her association spent $50,000 in a losing effort to restrict the travel services offered by one state university, she said. "We've taken it to court and gotten nowhere with the issue," she said. "You can't do it piecemeal."

Definition Is Murky

A non-profit organization is required to pay federal tax on income from activities that are substantially unrelated to the purpose on which its tax exemption is based. But because the definition of "substantially unrelated" is murky and the law allows many exemptions, the coalition said businesses could not rely solely on the Internal Revenue Service to police non-profit commercial ventures.

In its new report the coalition points to Arizona as a model for other states to emulate in their efforts to reduce non-profit competition. There, under the provisions of a 1981 law, state institutions cannot sell goods, services, or facilities that are readily available from the private sector. The state's Private Enterprise Review Commission, whose 14 members include legislators and representatives of both private and public interests, oversees the program.

Thomas Saad, associate director for administration at the Arizona State Board of Directors for Community Colleges, said every college must submit to the commission annually a list of items for sale in campus bookstores. Textbooks, instructional materials, and merchandise marked with college symbols are exempt from the law, he said.

"In the area of health-care products, the commission said that the bookstores can sell toothpaste, but not shampoo," he added.

"The law didn't make a real difference to us because a lot of the bookstores are run by concessionaires. It's just cumbersome to deal with and to have to worry about. The universities are more affected, though."

The state's colleges and universities opposed the measure. "But of course it had tremendous support from the private sector, and they kind of bowled us over," Mr. Saad said.

Activity in Many States

In Illinois, similar legislation was enacted last year to prohibit public colleges and universities from selling merchandise not commonly sold on campuses.

Among the states where businesses are working actively to restrict non-profit commercial ventures are California, Delaware, Indiana, Pennsylvania, Virginia, and Washington, the coalition reported.

Legislative committees in Michigan, New York, South Dakota, and Wisconsin are investigating the extent of non-profit competition, according to the report.

The coalition's publication, *Unfair Competition in the States: How To Combat Competition From Nonprofit Business Ventures*, includes information about how to form a state coalition, tips on lobbying strategies, answers to commonly voiced objections about business lobbying on the issue, and a sample questionnaire that businesses can use to obtain examples of competition by non-profit groups.

The book also describes efforts in each state to address the concern, as well as a sample "Private Enterprise Act" that is designed to eliminate non-profit competition.

Among the members of the two-year-old coalition are the American Council of Independent Laboratories, the American Society of Travel Agents, the American Veterinary Medical Association, the International Racquet Sports Association, and the Professional Services Council.

The Chamber of Commerce of the United States and the National Federation of Independent Business, though not coalition members, also participate in the organization's activities.

The manual is available for $5 from the Business Coalition for Fair Competition, 1725 K Street, N.W., Suite 301, Washington 20006.

Southern Oregon College in Tempest over Its Role in Shakespeare Festival

ASHLAND, ORE.

A group of local businesses is seeking a court injunction to prevent Southern Oregon State College from feeding, housing, or transporting out-of-town visitors to this summer's Shakespeare festival here.

In 1983 local businessmen sued the Oregon State Board of Higher Education, alleging that, when Southern Oregon State rented its facilities to out-of-town student groups, to programs for the elderly, and to festival visitors, it was using state-supported facilities to compete with private business.

In June a county judge ruled that the college could use its facilities for instruction, research, and recruitment, but for no other purposes. The ruling exempted Elderhostel and Senior Venture programs, which the judge said the college could sponsor. Both sides in the case claimed victory but acknowledged that the ruling was ambiguous. The state board said the ruling permitted the college to run almost all of its rental programs, while the businessmen said it halted them.

"The request for an injunction is the next logical step. It means that the businesses are seeking clarification of the ruling—and that is certainly needed," said a board spokesman. —K.J.W.

Veto of Some College Funds Threatened in Michigan Unless Tuition Is Frozen

LANSING, MICH.

Gov. James Blanchard of Michigan has threatened to veto part of the $970-million appropriation for the state's 15 public four-year colleges and universities unless the institutions agree to freeze tuition this fall.

The state legislature this month approved the $970-million for the institutions in fiscal 1986—for a total increase of 14.7 per cent from the 1985 appropriation and an average 13-per-cent increase in the institutions' operating budgets.

Thus far only four of the institutions have agreed to hold the line on tuition.

The others are considering increases of from 3.1 to 5.4 per cent, said Robert Naftaly, director of the Michigan Department of Management and Budget.

"Right now, if we have these levels of tuition increase, I'm going to recommend that the governor veto allocations to universities," Mr. Naftaly said.

University officials say Mr. Blanchard originally said he would support increases in higher-education appropriations so long as tuition increases did not exceed the rate of inflation.

The governor has until August 2 to decide whether to veto the allocations. —SUSAN GOLDBERG

FACT-FILE

College and University Enrollments, 1970–1993

	1970	1975	1980	1984*	1985*	1986*	1987*	1988*	1989*	1990*	1991*	1992*	1993*
Total enrollment	8,581,000	11,185,000	12,097,000	12,345,000	12,247,000	12,162,000	12,136,000	12,141,000	12,161,000	12,093,000	11,989,000	11,810,000	11,676,000
One-year change	+7.2%	+9.4%	+4.6%	−1.0%	−0.8%	−0.7%	−0.2%	0.0%	+0.2%	−0.6%	−0.9%	−1.5%	−1.1%
Public institutions	6,428,000	8,835,000	9,457,000	9,645,000	9,591,000	9,533,000	9,518,000	9,528,000	9,548,000	9,498,000	9,419,000	9,284,000	9,185,000
Per cent of total	75%	79%	78%	78%	78%	78%	78%	78%	79%	79%	79%	79%	79%
Private institutions	2,153,000	2,350,000	2,640,000	2,700,000	2,656,000	2,629,000	2,618,000	2,613,000	2,613,000	2,595,000	2,570,000	2,526,000	2,491,000
Per cent of total	25%	21%	22%	22%	22%	22%	22%	22%	21%	21%	21%	21%	21%
4-year institutions	6,358,000	7,215,000	7,571,000	7,600,000	7,437,000	7,358,000	7,317,000	7,303,000	7,306,000	7,264,000	7,195,000	7,071,000	6,968,000
Per cent of total	74%	65%	63%	62%	61%	61%	60%	60%	60%	60%	60%	60%	60%
2-year institutions	2,223,000	3,970,000	4,526,000	4,745,000	4,810,000	4,804,000	4,819,000	4,838,000	4,855,000	4,829,000	4,794,000	4,739,000	4,708,000
Per cent of total	26%	35%	37%	38%	39%	39%	40%	40%	40%	40%	40%	40%	40%
Undergraduate	7,376,000	9,679,000	10,475,000	10,715,000	10,551,000	10,447,000	10,410,000	10,417,000	10,439,000	10,371,000	10,266,000	10,096,000	9,968,000
Per cent of total	86%	87%	87%	87%	86%	86%	86%	86%	86%	86%	86%	86%	85%
Graduate	1,031,000	1,263,000	1,343,000	1,345,000	1,398,000	1,413,000	1,424,000	1,424,000	1,425,000	1,427,000	1,430,000	1,422,000	1,418,000
Per cent of total	12%	11%	11%	11%	11%	12%	12%	12%	12%	12%	12%	12%	12%
First professional	175,000	245,000	278,000	285,000	298,000	302,000	302,000	300,000	297,000	295,000	293,000	292,000	290,000
Per cent of total	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	3%
Male	5,044,000	6,149,000	5,874,000	6,020,000	5,996,000	5,944,000	5,918,000	5,909,000	5,908,000	5,867,000	5,805,000	5,715,000	5,641,000
Per cent of total	59%	55%	49%	49%	49%	49%	49%	49%	49%	49%	48%	48%	48%
Female	3,537,000	5,036,000	6,223,000	6,325,000	6,251,000	6,218,000	6,218,000	6,232,000	6,253,000	6,226,000	6,184,000	6,095,000	6,035,000
Per cent of total	41%	45%	51%	51%	51%	51%	51%	51%	51%	51%	52%	52%	52%
Full-time students	5,815,000	6,841,000	7,098,000	7,045,000	6,790,000	6,645,000	6,566,000	6,541,000	6,524,000	6,430,000	6,303,000	6,152,000	6,037,000
Per cent of total	68%	61%	59%	57%	55%	55%	54%	54%	54%	53%	53%	52%	52%
Part-time students	2,766,000	4,344,000	4,999,000	5,300,000	5,457,000	5,517,000	5,570,000	5,600,000	5,637,000	5,663,000	5,686,000	5,658,000	5,639,000
Per cent of total	32%	39%	41%	43%	45%	45%	46%	46%	46%	47%	47%	48%	48%
Under age 25 (estimated)	6,194,000	7,061,000	7,560,000	7,225,000	6,952,000	6,734,000	6,603,000	6,533,000	6,476,000	6,351,000	6,214,000	6,065,000	5,955,000
Per cent of total	72%	63%	62%	59%	57%	55%	54%	54%	53%	53%	52%	51%	51%
Age 25 and over (estimated)	2,386,000	4,123,000	4,537,000	5,120,000	5,295,000	5,428,000	5,533,000	5,608,000	5,684,000	5,742,000	5,775,000	5,745,000	5,720,000
Per cent of total	28%	37%	38%	41%	43%	45%	46%	46%	47%	47%	48%	49%	49%

* Projected enrollments.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

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News Summary

Articles on inside pages

Liberal-arts colleges dominate a list of institutions with the highest percentage of graduates who have gone on to earn Ph.D.'s. Story and listing on Page 3.

A submersible vessel has allowed scientists to probe some of the deepest regions of Lake Superior. Story on Page 5.

Historians of science have "failed utterly" in their attempt to explain science to laymen, Thomas Kuhn told the International Congress of History of Science. Story on Page 7.

Colleges should play a major role in helping high-school dropouts, says the Education Commission of the States. Story on Page 14.

Congress has approved a bill that could provide the largest increase in Defense Department support for university research in more than 20 years. Story on Page 17.

A long-running controversy over federal aid for "developing institutions" has erupted again on Capitol Hill. Story on Page 17.

Scholarship programs created by many states to lure young people into schoolteaching are not working very well, the College Board has told a Congressional subcommittee. Story on Page 17.

Major changes in the N.C.A.A.'s controversial new academic standards for freshman athletes now appear unlikely. Story on Page 22.

Students in Poland have condemned amendments to the country's higher-education laws passed by parliament last month. Story on Page 23.

Policies that force academic employees in most Canadian provinces to retire at age 65 are facing legal challenges. Story on Page 23.

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'WE'VE GONE FULL CIRCLE'

Social, Financial Barriers Blamed for Curbing Blacks' Access to College

By GAYNELLE EVANS

Black students, who enrolled in college in dramatically increasing numbers during the 1970's, are now finding their access to higher education limited by a conjunction of social, financial, and political barriers.

"We've gone full circle," says George A. Jackson, director of minority-student affairs at Iowa State University. "The pendulum is now swinging back the other way."

While the proportion of black 18- to 24-year-olds graduating from high school has never been higher, the proportion of black high-school graduates enrolling in colleges has declined steadily in recent years—from 34 per cent in 1976 to 30 per cent in 1979, and to 27 per cent in 1983, according to figures compiled by the population division of the U.S. Census Bureau.

In 1983, approximately 500,000 more black students graduated from high school than in 1976, but 8,000 fewer black students were enrolled in college than in the earlier year.

A Combination of Factors

Observers and recent reports on access to higher education suggest that the drop in the proportion of black students enrolled in college can be attributed to a combination of demographic, economic, social, and political circumstances. Among them:

► The amount of federal student aid available has fluctuated, and limitations have been placed on who can apply for aid, even as college tuitions have increased substantially.

► Many colleges have cut back or eliminated specialized services offered to black students, such as recruiting programs, remedial courses, and counseling.

► Many black students have apparently become less interested in going to college because they no longer believe that higher education will help them get high-paying jobs.

► Colleges' efforts to tighten standards—both for admissions and for academic performance of undergraduates—are disproportionately affecting black stu-

Continued on Page 15, Column 1

Homosexual Groups at Georgetown U. Get Court Backing

By LAWRENCE BIEMILLER

WASHINGTON

A three-judge panel of the District of Columbia's Court of Appeals last week reversed a trial court's ruling and ordered Georgetown University to grant official recognition to two organizations for homosexual students.

The judges, citing the Supreme Court's 1983 decision in *Bob Jones University* v. *United States*, ruled that the District's 1977 Human Rights Act established an "overriding governmental interest" in ending discrimination against homosexuals that is strong enough to justify some infringement on the Roman Catholic university's religious freedom. Georgetown had argued that granting recognition to the two groups might be interpreted as an en-

Continued on Page 16, Column 1

Black Students Have Become a Prime Target During South Africa's State of Emergency

By HELEN ZILLE

CAPE TOWN

South Africa's black students—along with union leaders and clergymen—have borne the brunt of police action during the state of emergency proclaimed by President Pieter W. Botha on July 21.

The Detainees' Parents Support Committee, an organization that monitors detentions and supports detainees and their families, has reported that students and other young people constitute a clearly identifiable target group against whom the crackdown is aimed.

Many more secondary-school students than university students have been detained during the emergency, as well as in the past year, which has been marked by sporadic student unrest and almost continuous boycotts of classes in some areas. The boycotts have expanded since the declaration of a state of emergency.

In contrast, most university campuses have been calm in recent weeks, although students boycotted classes at the University of the Western Cape, a "colored" institution, and students at white English-language campuses discussed how they should respond to the state of emergency.

By last week, at least 1,259 people had been detained under the emergency regulations, and the death toll rose daily as police

Continued on Page 24, Column 1

Governors Weigh Role of the States in Reform Efforts

But many say they don't want to dictate change to campuses

By SCOTT JASCHIK

PHILADELPHIA

Governors and other top state politicians are giving increased attention to college and university reforms, including improvements in undergraduate education and possible changes in the tenure system.

At the same time, many officials acknowledge that state governments must proceed carefully in higher education, lest they interfere in academic matters best left to the institutions themselves.

"Within the past year, many governors and legislators began to address issues related to admissions standards, remedial programs, testing, governance, and finance," Gov. Thomas H. Kean of New Jersey told the annual meeting of the Education Commission of the States here. "All can be traced to a growing public demand for colleges and universities to do a better job.

"The challenge for us is to find ways to stimulate and channel this growing renewal effort, to insure that the broader public purposes that transcend any single campus are fulfilled—and to make sure that state action does not stifle the very creativity we would inspire."

Interim Report Planned for January

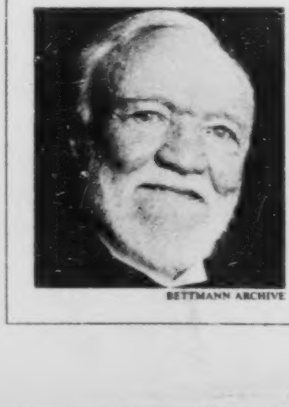
To do that, Governor Kean, a Republican who is chairman of the E.C.S. this year, proposed that the commission prepare a major report on the status of undergraduate education and state efforts to improve its quality.

An interim report is scheduled for January to spur action in next year's legislative sessions, he said.

Governor Kean appointed a 20-member "working party" to supervise the effort. The group, comprising governors, state legislators, college presidents, and state higher-education officials, will hold its first meeting in early fall, according to Richard P. Mills, Governor Kean's special assistant for education.

In addition to the E.C.S. effort, the Southern Regional Education Board recently issued two reports, one on under-

Continued on Page 14, Column 1



BETTMANN ARCHIVE

Andrew Carnegie's 'Gospel of Wealth'

Andrew Carnegie is considered by many to be the father of the modern philanthropic foundation. After making a fortune in the steel business, he spent the latter part of his life giving away most of his money. This year, the 150th anniversary of Carnegie's birth, the organizations he founded are getting together to ponder their role in society. Story on Page 10.

Liberal-Arts Colleges Rank High in Production of Ph.D.'s

ANN ARBOR, MICH.

Liberal-arts colleges dominate the list of institutions with the highest percentage of graduates who go on to earn Ph.D.'s, according to a report by the Great Lakes Colleges Association.

The study is based on a comparison of the number of bachelor's degree recipients who earned Ph.D.'s between 1951 and 1980 with the total number of bachelor's degrees awarded between 1946 and 1976 at each of 1,500 institutions.

By that measure, Harvey Mudd College is the leading institution, with nearly 41 per cent of its graduates earning Ph.D.'s.

The University of California at Berkeley had the largest number of graduates who earned Ph.D.'s between 1951 and 1980, but those 8,801 students accounted for only 6 per cent of the university's bachelor's degree recipients, the report said. The figures cover only Ph.D.'s, and omit other types of doctorates. The category "All Fields" includes education, humanities, professional fields, and sciences (including social sciences).

"An Analysis of Leading Undergraduate Sources of Ph.D.'s, Adjusted for Institutional Size," was prepared by Carol H. Fuller, a researcher at the association.

The report includes rankings of productivity in the empirical, life, and social sciences, as well as the top 50 institutions in terms of numbers of graduates who earn Ph.D.'s.

The report is available free of charge from the Great Lakes Colleges Association, 220 Collingwood, Suite 240, Ann Arbor, Mich. 48103.

Humanities

	Number of Ph.D.'s	Per cent of graduates
1. Bryn Mawr C	282	5.7%
2. Haverford C	196	5.4%
3. Swarthmore C	350	5.2%
4. Oberlin C	666	5.1%
5. Saint John's C (Md.)	55	4.9%
6. Amherst C	363	4.5%
7. Reed C	154	4.0%
8. Peabody Inst	34	3.9%
8. Radcliffe C	357	3.9%
10. Juilliard Sch	96	3.6%
10. Wesleyan C	255	3.6%
12. Barnard C	426	3.5%
12. Carleton C	253	3.5%
14. Brandeis U	218	3.3%
14. Hamilton C	181	3.3%
14. New C of the U of South Florida	13	3.3%
14. Wellesley C	390	3.3%
18. U of Chicago	781	3.2%
18. Princeton U	741	3.2%
20. Eckerd C	33	3.1%
21. Williams C	255	3.0%
22. Davidson C	179	2.9%
22. New Sch for Social Research	30	2.9%
22. Pomona C	224	2.9%
25. U of the South	117	2.8%
26. Grinnell C	168	2.7%
26. Kenyon C	120	2.7%
26. Vassar C	284	2.7%
26. Wabash C	105	2.7%
26. Yale U	1,085	2.7%
31. Harvard U	1,551	2.5%
31. Smith C	389	2.5%
33. Agnes Scott C	89	2.4%
33. Bowdoin C	152	2.4%
33. U of Dallas	30	2.4%
36. C of Wooster	190	2.3%
37. Bard C	44	2.1%
37. Sarah Lawrence C	76	2.1%
37. Wheaton C (Ill.)	264	2.1%
40. U of Cal at Santa Cruz	59	2.0%
40. Mount Holyoke C	203	2.0%
40. U of Rochester	483	2.0%
43. Dartmouth C	437	1.9%
43. Middlebury C	181	1.9%
43. Rice U	229	1.9%
46. Birmingham-Southern C	100	1.8%
46. Hendrix C	66	1.8%
46. Rhodes C	77	1.8%
46. Trinity C (Conn.)	137	1.8%
46. Yeshiva U	137	1.8%

Sciences

	Number of Ph.D.'s	Per cent of graduates
1. California Inst of Tech	1,781	39.2%
2. Harvey Mudd C	247	39.1%
3. Reed C	766	20.0%
4. Mass Inst of Tech	5,141	19.8%
5. Swarthmore C	975	14.4%
6. Cooper Union	586	13.4%
7. U of Cal San Diego	325	12.6%
8. New C of the U of South Florida	46	12.2%
9. Haverford C	415	11.4%
10. Webb Inst of Naval Arch	47	11.2%
11. U of Chicago	2,592	10.6%
12. Oberlin C	1,347	10.3%
13. Rice U	1,192	10.0%
14. U of Cal at Irvine	253	9.5%
15. Pomona C	713	9.2%
16. Brandeis U	578	8.7%
16. U of Cal at Riverside	709	8.7%
16. Carleton C	631	8.7%
19. Rensselaer Poly Inst	1,819	8.5%
20. Wabash C	324	8.4%
21. Amherst C	642	7.9%
22. Antioch U	620	7.8%
23. Poly Inst of New York	935	7.6%
23. Princeton U	1,765	7.6%
25. Grinnell C	450	7.3%
26. Eckerd C	77	7.2%
26. Wesleyan C	511	7.2%
28. Carnegie-Mellon U	1,422	7.0%
28. Cornell U	4,213	7.0%
28. NM Inst of Mining	111	7.0%
31. Johns Hopkins U	1,207	6.9%
32. Kalamazoo C	307	6.7%
33. U of Cal at Santa Cruz	192	6.5%
34. City C of City U of New York	4,990	6.2%
34. St U of NY Stony Brook	597	6.2%
34. Wooster C	517	6.2%
37. Phila C of Pharmacy	252	6.0%
37. Williams C	507	6.0%
39. Earlham C	308	5.9%
39. Franklin & Marshall C	554	5.9%
41. Brown U	1,368	5.8%
42. Harvard U	3,527	5.7%
43. Bryn Mawr C	276	5.6%
43. New Sch for Social Research	57	5.6%
43. Stevens Inst	359	5.6%
43. Worcester Poly Inst	400	5.6%
47. Bowdoin C	345	5.3%
47. Illinois Inst of Tech	904	5.3%
47. U of Rochester	1,288	5.3%
47. Union C (N.Y.)	621	5.3%

All Fields

	Number of Ph.D.'s	Per cent of graduates
1. Harvey Mudd C	257	40.7%
2. California Inst of Tech	1,818	40.0%
3. Reed C	968	25.3%
4. Mass Inst of Tech	5,436	20.9%
4. Swarthmore C	1,418	20.9%
6. Haverford C	683	18.8%
7. Oberlin C	2,321	17.8%
8. New C of the U of South Florida	63	16.1%
9. U of Chicago	3,805	15.6%
10. U of Cal at San Diego	362	14.1%
11. Amherst C	1,118	13.7%
11. Carleton C	993	13.7%
11. Cooper Union	602	13.7%
11. Pomona C	1,066	13.7%
15. Brandeis U	893	13.5%
16. Wabash C	501	12.9%
17. Rice U	1,501	12.4%
17. Webb Inst of Naval Arch	52	12.4%
17. Wesleyan C	877	12.4%
20. Bryn Mawr C	593	12.0%
21. Princeton U	2,713	11.7%
22. Grinnell C	706	11.4%
23. U of Cal at Irvine	299	11.3%
24. Eckerd C	119	11.2%
25. Antioch U	875	11.0%
25. U of Cal at Riverside	897	11.0%
27. Saint John's C (Md.)	117	10.4%
27. C of Wooster	866	10.4%
29. Radcliffe C	923	10.2%
30. Davidson C	599	9.9%
31. Williams C	835	9.8%
32. New Sch for Social Research	99	9.7%
33. Barnard C	1,163	9.5%
34. Hamilton C	507	9.4%
35. Kalamazoo C	427	9.3%
36. Earlham C	476	9.1%
37. Harvard U	5,554	9.0%
37. Rensselaer Poly Inst	1,929	9.0%
39. Bowdoin C	578	8.8%
39. U of Cal at Santa Cruz	262	8.8%
39. Cornell U	5,329	8.8%
42. Johns Hopkins U	1,524	8.7%
43. City C of the City U of New York	6,893	8.6%
44. Rochester Inst of Tech	2,056	8.4%
44. Wellesley C	1,002	8.4%
44. Yale U	3,407	8.4%
47. Brown U	1,977	8.3%
47. Carnegie-Mellon U	1,678	8.3%
49. Occidental C	780	8.2%
50. Kenyon C	348	7.9%

handful more job offers than last year" and that salary offers to social-science majors rose by 6.4 per cent, to an average of $18,540.

Mass. Court Upholds Ban on Chemical Weapons

The Massachusetts Supreme Court has upheld the city of Cambridge's ban on testing, storage, and disposal of chemical weapons. The court voted, 4 to 1, to reject a challenge to the ban brought by Arthur D. Little, Inc., which had conducted tests on chemical-warfare agents under a Defense Department contract.

The court said the city's ban did not place a burden on the Defense Department, which, it added, "was free to conduct its research elsewhere."

In the majority opinion, Chief Justice Edward Hennessey said, "Nothing in the record suggests that the densely populated city of Cambridge is somehow uniquely suited to research on chemical warfare agents. Banning research on these chemicals within the city hardly requires the abandonment of the D.O.D.'s chemical warfare program."

Foreclosure Suit Filed Against Hispanic College

The federal government has filed a foreclosure suit against Colegio Cesar Chavez, an Oregon Hispanic college that closed two years ago. The government is seeking to sell college property to collect unpaid debts.

The suit, filed in U.S. District Court in Portland, says the college failed to make a $20,000 mortgage payment due the Department of Housing and Urban Development last October.

Colegio Cesar Chavez opened in 1973. It lost its accreditation and federal financial assistance in 1981, and closed two years later.

The government is seeking almost $200,000, including mortgage payments, interest, and money spent to secure the facility after the college closed.

2 'Coaching' Companies Sued for Violating ETS Copyrights

TRENTON, N.J.

The Educational Testing Service last week sued two test-coaching companies and their owners for allegedly violating E.T.S. copyrights on editions of the Scholastic Aptitude Test and achievement tests in mathematics and English composition.

The two companies were Princeton Review, Inc., owned by John Katzman, and Pre-Test Review, Inc., owned by Robert C. Scheller. Mr. Katzman's Princeton Review received attention this year when its test-preparation techniques were discussed at length in *None of the Above: Behind the Myth of Scholastic Aptitude*, a book by David Owen.

In its lawsuit, the testing service charged that Mr. Katzman and Mr. Scheller had distributed to those enrolled in their courses sets of "facsimile" S.A.T.'s that included questions still used in regular administrations of the test. E.T.S. collects test forms after each examination so that the questions cannot be circulated to other students.

E.T.S. charged that the two men had prepared their facsimiles from an improperly obtained test booklet and by taking tests themselves to memorize questions.

U.S. District Judge Maryann Trump Barry last week issued a temporary restraining order that prohibits both defendants from copying additional test questions and from distributing questions to their students. It also forbids them to destroy either coaching materials or lists of students who have taken their courses.

Notes on . . .

Alcohol

Many college programs on alcohol stress education and "awareness" to prevent or reduce the incidence of alcohol-related problems.

But a growing minority of colleges are also beginning to employ "secondary prevention" methods aimed at reducing potentially chronic problems through early recognition and treatment, according to Peter D. Claydon, director of the alcohol and drug-awareness program at the University of California, Santa Barbara.

Mr. Claydon suggests that secondary-prevention efforts be aimed at students who are at a greater than normal risk of developing substance-abuse problems: children of alcoholics, members of fraternities, and athletes, among others.

Without such efforts, he says, many of those students receive help only when their problems worsen to the point that they require treatment for physical illnesses or psychiatric problems resulting from the effects of alcohol or other drugs.

▪

Students with at least one alcoholic parent are of special concern, according to Mr. Claydon and others, because there are so many of them—conservatively, 20 per cent—and because they are more likely than other students to develop problems with alcohol or other drugs or to experience a wide range of other psychological problems, including eating disorders and chronic depression.

Often, when one parent is an alcoholic, "parenting, the instructive or nurturing role, is missing," says Carlene Riccelli, coordinator of alcohol education at the University of Massachusetts at Amherst. "So the course the child is most likely to take is one of survival—taking care of themselves and often the parent, too, living from crisis to crisis."

In most cases, Ms. Riccelli says, the child fails to learn basic skills others take for granted—everything from simple social skills to complex decision-making.

Many children of alcoholics experience strong feelings of guilt, "as if they caused their parents' drinking," Ms. Riccelli says. "Their self-esteem is generally quite low, in contrast to the fact that many are high achievers.

"They have a fear of intimacy and of abandonment and a lot of anger that has not been expressed or has been expressed inappropriately."

▪

College is an "ideal time" to work with children of alcoholics, Ms. Riccelli says, because students are making the transition from adolescent to adult, and many are realizing for the first time that a problem exists.

She has developed two programs aimed at children of alcoholics. A one-time workshop held just before major holidays helps students focus on their feelings and offers practical ways of dealing with an alcoholic parent over what is usually an especially difficult period, Ms. Riccelli says.

An eight-week program combines education and group therapy. Students may then choose to move on to individual therapy or seek additional group support provided by organizations such as Al-Anon.

—ZOË INGALLS

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A 6-Month Index to The Chronicle Begins on Page 67

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News Summary

Articles on inside pages

The next issue of The Chronicle, dated September 4, will be mailed on August 30.

Two youth groups associated with the Democratic Party are concerned that national officers are not supporting students and other young people. Story on Page 2.

Biologists have given too little thought to the consequences of recombinant-DNA research, said scholars at the 17th International Congress of History of Science. Story on Page 5.

A federal report charging abuse of student-aid programs at proprietary trade schools is inaccurate, school officials told Congress. Story on Page 19.

The budget plan approved by Congress would trim money from the federal Guaranteed Student Loan program. Story on Page 19.

William J. Bennett, the Secretary of Education, says he has not given up the fight for significant cutbacks in federal aid to students. Story on Page 19.

The Wye Faculty Seminar—a "summer camp for brains"—brings academics together with representatives of business, government, and the media. Story on Page 25.

Students at the predominantly black medical college of the University of Natal burned an effigy of South African President Pieter W. Botha. Story on Page 27.

Israeli authorities closed An-Najah University, an Arab institution on the Israeli-occupied West Bank of the Jordan River. Story on Page 27.

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GROWING PUBLIC CONCERN

Students' Costs Will Rise 7 Pct., Nearly Twice the Inflation Rate

By **JEAN EVANGELAUF**

The cost of going to college is rising at nearly twice the estimated rate of inflation, the College Board reported this week.

Previewing costs for 1985-86, the board said that:

► At public four-year colleges and universities, tuition and fees will average $1,242—up 9 per cent over 1984-85.

► At private four-year institutions, they will average $5,418—up 8 per cent.

► At public two-year colleges, they will average $659—up 7 per cent.

► At private two-year colleges, they will average $3,719—up 8 per cent.

The board's report came as public concern about college costs was growing.

At public colleges and universities, tuition policies have been the subject of heated debate in recent months. Lawmakers, college officials, and students in many states have wrangled over what share of costs should be paid by students and what share by taxpayers.

Representatives of many private institutions, acknowledging that the public is growing skeptical of continued tuition hikes in the light of slowed inflation, are preparing to document more thoroughly their need for increased revenue.

A list of tuition charges for 1985-86 at 2,600 institutions begins on Page 13.

The College Board reported that the average total cost of attending college, including tuition, room and board, books, personal expenses, and transportation, will rise 7 per cent in 1985-86. Last year total costs rose 6 per cent after three years of double-digit increases.

In the 12 months ending in June the Consumer Price Index rose 3.7 per cent. Economists estimate that it will go up about 4 per cent in the next year.

Campus administrators are concerned

Continued on Page 12, Column 1

What Colleges Are Charging for Tuition This Year

4-year public institutions	
Less than $500	0.9%
$500-$999	32.6%
$1,000-$1,499	44.6%
$1,500-$2,499	20.2%
$2,500 and over	1.5%

4-year private institutions	
Less than $2,500	6.0%
$2,500-$4,999	38.3%
$5,000-$7,499	40.1%
$7,500-$9,999	11.7%
$10,000 and over	3.7%

Note: Figures do not total 100 per cent because institutions with no tuition charges have been excluded. Dollar amounts do not include room and board.

SOURCE: COLLEGE BOARD

Pay Loans or Lose Tax Refunds, U.S. Warns Defaulters

By **ROBIN WILSON**

WASHINGTON

The Education Department this month will warn former students who have defaulted on their student loans that the Internal Revenue Service will withhold their income-tax refunds unless they begin settling up within 60 days.

Nearly a million people who have taken out Guaranteed Student Loans and National Direct Student Loans will be affected.

The names of defaulters who do not arrange to begin repaying their debts within two months will be turned over to the I.R.S., which has been authorized by Congress to tap the tax refunds of loan defaulters for up to the total amount that is outstanding.

"This is a major step which should show loan defaulters that we are dead serious

Continued on Page 21, Column 2

Public Colleges Show Big Gains in State Funds

Quest for economic growth prompts legislatures to act

By **SCOTT JASCHIK**

In many state legislatures, this has been a happy year for public colleges and universities.

Several industrial states, which had cut or held down appropriations during the recent economic recession, this year provided generous increases, often tied closely to industrial-development plans. In some farm-belt and oil-producing states, however, budgets continued to be tight.

Although some states' appropriations are still incomplete, the trend toward increased funds for colleges and universities is evident from preliminary budget figures and from interviews with higher-education and political leaders in a number of states.

New Jersey, for instance—like many states in the industrial Northeast and Midwest—is substantially increasing its funds for higher education in an effort to boost its economy by attracting high-technology industries. "The public sees high tech as the wave of the future," said Joseph V. Doria, Jr., a Democrat who chairs the Higher Education and Regulated Professions Committee in the General Assembly.

'A Very Good Year'

Gov. Thomas H. Kean and the legislature's Joint Appropriations Committee have agreed on a higher-education budget of about $767-million for 1985-86. The 1984-85 figure was $753-million.

A separate section of the budget included more than $24-million for new science and technology programs at public institutions. Governor Kean, a Republican, is expected to approve at least part of an additional $32-million provided for colleges and universities in the legislature's supplemental-budget bill.

"We consider this to be a very good

Continued on Page 10, Column 1

Heavy New Tax Burden Due to Hit Foreigners Teaching at U.S. Institutions

By **MALCOLM G. SCULLY**

Foreigners who work as teaching assistants or faculty members at U.S. colleges and universities apparently face dramatic increases in the taxes they will owe to the United States government for 1985.

The full extent of their liability will not be known until the Internal Revenue Service publishes specific regulations, but some foreign-student advisers are afraid the effects of changes in tax law could be devastating for the foreign teaching assistants and scholars.

The changes were incorporated in the Deficit Reduction Act of 1984 and took effect on January 1. Because the I.R.S. has not yet issued specific regulations, many foreigners and campus administrators are confused about how they should proceed this fall.

'An Absolute Zoo'

"It's an absolute zoo," said one association official in Washington. "There is no way we can intelligently counsel foreign students or scholars as to what they should ask the payroll office to withhold from their pay."

Part of the Deficit Reduction Act mandated changes in the tax status of foreign nationals who work in the United States. The changes are complicated, but, in effect, they require that foreign students and scholars in the United States be treated as non-residents for tax purposes. That means they can no longer claim deductions for members of their families or enjoy some of the other tax breaks allowed to American citizens.

Until this year, most "non-immigrant foreigners"—whether students, scholars, or businessmen—could decide for themselves whether they wished to be treated as residents or non-residents. Those whose only source of income was in the United States, including most foreigners working on campuses, have usually asked

Continued on Page 30, Column 1

Amid Growing Concern over College Costs, Charges Rise Nearly Twice Inflation Rate

Continued from Page 1

that the tuition hikes will deter applicants, and force some students to quit their studies.

Many institutions that have announced increases for 1985-86 have also promised more financial aid for needy students and developed new payment plans for middle-class families.

The College Board said $16-billion in financial aid would be available this year from public and private sources.

"A common mistake that students and families make is that they rule out a college on the basis of cost alone," said Kathleen Brouder, a spokesman for the organization. "They do not realize that higher-cost colleges usually have more financial-aid resources to distribute than lower-cost colleges."

William A. McNamara, a spokesman for the National Association of Independent Colleges and Universities, said that even though tuition increases are large, "the figures show a slowdown, and that's a hopeful sign."

"We think the independent sector is charging a tuition that's realistically based. If you add up the full cost of the public institutions, it comes close to the tuition-and-fee structure in the private sector," he said.

Justifications Called Plausible

The reasons offered by college presidents to justify the tuition hikes—the need to catch up on faculty salaries, buy expensive new equipment, renovate facilities, and pay for student aid—are plausible, Mr. McNamara said.

"But the question of cost containment is beginning to bother people, and public receptivity to the needs of colleges will probably grow stale," he said. His organization is now collecting information to address those worries in a "definitive and responsive" way, he continued.

Allan W. Ostar, president of the American Association of State Colleges and Universities, said that rather than raise tuition, states should assume a larger share of college costs, and institutions should seek new sources of income and lobby for more student financial aid.

"You just can't keep loading the costs onto the students," he said. "It does concern me that many states will say that students ought to pay, say, 20 per cent of their costs. Then in a tight budget year it's 25 per cent, and then you're off to the races. We ought to increase state appropriations to keep students from being priced out of the market."

In several states, officials are adjusting the way in which higher education is paid for, in an effort to require students to cover more of their college costs.

This year the Oklahoma legislature approved in principle the notion that tuition should be set according to a formula, a proposal that the Board of Regents has advocated since 1976. Under the board's plan, in-state students would pay one quarter and out-of-students would pay three quarters of their instructional costs.

Tuition, which varies by type of institution and the student level, now covers about 17 per cent of such costs for resident students in the state.

To Follow 'Peer' Institutions

David A. Blakeman, a spokesman for the Oklahoma regents, said the tuition ceilings that the legislature sets every year do not systematically take costs into account. "The legislature just tacked 10 per cent onto the fees for each of the last three years," he said. "Some students may be paying 25 per cent, and some may not. We're going to take a good look at that and try to sort it out."

In Nebraska, the appropriations bill signed by the governor directed the University of Nebraska, beginning in 1986-87, to increase tuition to the average tuition rates of a group of "peer" institutions that has been designated by the Board of Regents.

In Florida, the legislature passed tough new residency requirements, to stop out-of-state students at the nine state universities from claiming residency after their first year of study and paying the lower in-state tuition. About 10 per cent of the university students are non-residents.

The law, which took effect last month, was opposed by the Board of Regents and the Florida Student Association.

"The regents wanted a more flexible policy. They were looking for ways of recruiting talented people from wherever they reside," said Lucius F. Ellsworth, associate vice-chancellor for academic programs at the Florida State University System Board of Regents. "But the legislators asked, 'Why should Florida taxpayers subsidize the costs for out-of-state students?' "

Cutting the Students' Share

In some states, efforts are under way to reduce the students' share of college costs.

In Michigan, the state's 15 public four-year colleges and universities agreed to freeze their tuition rates for the second consecutive year after Gov. James Blanchard threatened to veto a portion of their appropriations.

In New Mexico, Gov. Toney Anaya vetoed a 16-per-cent tuition hike that legislators wanted to put in place at the state's six universities. He asked the institutions to raise tuition by 9 per cent to 11 per cent, figures recommended by the Board of Educational Finance. Five universities did so; one chose to freeze its tuition.

In Virginia, the board of the Virginia Community College System last month approved a plan to reduce tuition at two of the system's 23 colleges in an attempt to determine if lower fees will lead to larger enrollments. Since 1982, when the state increased from 20 per cent to 25 per cent the share of operating costs that must be paid from tuition revenue, tuition has risen 31 per cent and enrollment has dropped 9 per cent. If the experiment is successful, the board will recommend that the old financing formula be restored.

How Much Students Living on Campuses Will Pay in 1985-86

The following table shows the components of the average annual college costs for students at four-year institutions and two-year private colleges who will live in campus housing in 1985-86. Costs for students who will live at home and commute to their campuses will be about $1,100 to $1,300 less.

The figures for average costs at two-year public colleges are for students who live at home. The College Board survey data were insufficient to calculate charges for students who will live on the campuses of such institutions.

The figures are based on a survey of costs at 1,820 institutions.

4-year

	Public	Private
Tuition and fees	$1,242	$5,418
Room and board	2,473	2,781
Books, supplies	373	384
Personal	836	694
Transportation	390	382
Total	$5,314	$9,659
1-year increase	8%	7%

2-year

	Public	Private
Tuition and fees	$ 659	$3,719
Room and board	1,180	2,591
Books, supplies	355	367
Personal	729	667
Transportation	704	351
Total	$3,627	$7,695
1-year increase	5%	8%

Top 20: The Public and Private Colleges with Highest Tuition, Fees, Room, Board

Private

1. Bennington College	$15,810
2. Barnard College	15,442
3. Sarah Lawrence College	15,385
4. Massachusetts Institute of Technology	15,230
5. Harvard and Radcliffe Colleges	15,100
6. Yale University	15,020
7. Princeton University	14,940
8. Tufts University	14,933
9. Dartmouth College	14,919
10. Stanford University	14,893

Public

1. Colorado School of Mines	$ 6,300
2. University of Vermont	6,274
3. Maine Maritime Academy	5,865
4. University of California at Berkeley	5,862
5. Medical University of South Carolina	5,850
6. U of Illinois at Chicago Health Science Center	5,628
7. Vermont Technical College	5,576
8. University of California at Irvine	5,484
9. University of Rhode Island	5,467
10. College of William and Mary	5,456

Note: Costs shown are the total for tuition and fees, based on 30 semester hours, and room and board, based on average costs for a double room and 21 meals a week.

SOURCE: COLLEGE BOARD

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Director, Learn & Shop, and Dean, Weekend College
Indiana University-Purdue University at Indianapolis
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Tuition and Fees at 2,600 Colleges and Universities, 1985-86

The following table shows tuition charges and required fees at 2,600 colleges, universities, and other postsecondary institutions for the 1984-85 and 1985-86 academic years. The table also includes the additional tuition that many public institutions charge out-of-state students.

The figures were collected by the College Board in its annual survey of college costs.

An asterisk denotes institutions that estimated their 1985-86 charges because final figures were not available when the survey was conducted. A blank indicates that the college had no charge in that category.

Institutions that were unable to provide final or estimated 1985-86 charges have been omitted.

The full report of the survey, *The College Cost Book, 1985-86*, will be available after September 1 from College Board Publications, Department C77, Box 886, New York 10101. The price is $10.95.

ALABAMA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Alabama A&M U*	860	880	752
Alabama Christian C	2900	3115	
Alabama St U	1035	960	960
Alexander City St JC	400	450	450
Athens St C	960	900	900
Auburn U	1080	1095	1410
Montgomery	855	855	1125
Birmingham-Southern C*	5200	5600	
Brewer St JC	450	450	450
Chattahoochee Valley CC	450	450	450
Concordia C	2280	2348	
Enterprise St JC	430	450	450
Gadsden State CC	490	460	460
George C Wallace St CC			
Dothan	450	450	450
Selma	450	450	450
Huntingdon C	3130	3450	
International Bible C	1740	1740	
Jacksonville St U	800	800	480
James H Faulkner St JC	450	450	450
Jefferson Davis St JC	430	460	460
Jefferson St JC	465	465	460
John C Calhoun St CC	450	450	450
Judson C*	2975	3175	
Lawson St CC	450	450	450
Livingston U	1020	1008	
Lurleen B Wallace St JC	460	450	450
Marion Military Inst	4095	4090	
Mobile C	2880	2940	
National Ed Center			
National Inst of Tech	3580	3580	
Northeast Alabama St JC	450	450	450
Northwest Alabama St JC	450	450	450
Oakwood C	4290	4668	
Patrick Henry St JC	450	450	450
S D Bishop St JC	450	450	450
Samford U	3616	3886	
Selma U	1478	1478	
Shelton St CC	450	450	450
Snead St JC	450	480	480
Southeastern Bible C	2500	2720	
Southern JC of Bus	2225	2550	
Southern Union St JC	450	450	450
Spring Hill C*	5470	6000	
Stillman C	2425	2500	
Talladega C	2909	2909	
Troy St U	1050	1050	495
Dothan-Fort Rucker*	885	885	255
Montgomery	1035	1080	472
Tuskegee Inst	3500	3800	
U of Ala Birmingham*	1350	1350	1510
U of Montevallo	1090	1177	800
U of North Alabama	940	1000	400
U of South Alabama*	1311	1350	600
Walker C*	1349	1452	
Wallace St CC			
at Hanceville	450	450	450

ALASKA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Alaska Bible C	1700	1700	
Alaska Pacific U	3565	4230	1097
Sheldon Jackson C	3246	3976	

ARIZONA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
American Indian			
Bible C	2062	2162	
Arizona C of the Bible	2600	2900	
Arizona St U	950	980	2854
Arizona Western C*	384	384	3072
Cochise C	450	510	2430
C of Ganado	1164	1164	
DeVry Inst of Tech	3580	3740	
Eastern Arizona C	416	416	2328
Maricopa Co CC District			
Glendale CC	420	460	2460
Maricopa Tech CC	420	460	2460
Mesa CC	420	460	2460
Phoenix C	420	460	2460
Rio Salado CC	420	460	2460
Scottsdale CC	420	460	2460
South Mountain CC	420	460	2460
Mohave CC	270	292	2228
Navajo CC	730	730	2044
Northern Arizona U	980	980	2254
Northland Pioneer C	120	120	2250
Pima CC	360	510	2088
Prescott C*	4075	4275	
Southwestern			
Conservative Baptist			
Bible C*	2470	2860	
U of Arizona	950	980	2854
U of Phoenix	3630	3900	
Yavapai C	488	540	3216

ARKANSAS

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
American C	2652	2652	
Arkansas C	3860	4100	
Arkansas C of Tech*	4400	4400	
Arkansas St U	910	900	980
Beebe	600	650	325
Arkansas Tech U	840	840	780
Central Baptist C	860	1000	
C of the Ozarks	1750	1850	
Crowley's Ridge C	1860	2030	
East Arkansas CC	437	482	336
Garland County CC	486	504	1080
Harding U	3887	3948	
Henderson St U	870	870	690
Hendrix C	3861	4286	
John Brown U	2880	3050	
Mississippi County CC	600	630	960
North Arkansas CC*	480	528	384
Ouachita Baptist U	2880	3150	
Phillips County CC	464	484	472
Southern Arkansas U	820	820	480
El Dorado	600	624	336
Tech	600	624	312
Southern Baptist C	2162	2268	
U of Arkansas*	930	930	1260
Little Rock*	900	900	1260
Med Sci*	950	950	1260
Monticello	850	850	1000
Pine Bluff	780	780	1260
U of Central Arkansas	820	860	660
Westark CC	522	528	720

CALIFORNIA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Allan Hancock C	100	100	2370
Ambassador C	1584	1584	
American Acad Dramatic			
Arts West	3835	3860	
Antelope Valley C	100	100	2220
Antioch U San Francisco	4650	4650	
Armstrong U	2170	2394	
Art Center C of Design*	4790	5400	
Azusa Pacific U*	5270	5700	
Bakersfield C	100	100	2370
Barstow C	180	100	2340
Bay-Valley Tech	4080	4500	
Bethany Bible C	3330	3562	
Biola U	4094	5308	
Brooks C	3980	4380	
Brooks Inst	3100	3500	
Butte C	140	140	2340
Cabrillo C	142	142	2340
California Baptist C	3754	4224	
Cal C of Arts and Crafts	5690	5990	
California Inst of Tech*	9384	10290	
California Inst of the Arts	6860	7300	
California Lutheran C	5710	6420	
California Maritime Acad	1277	978	1818
California St U's			
Bakersfield	609	615	3780
Chico	683	689	3780
Dominguez Hills	632	632	3780
Fresno	668	715	3780
Fullerton	657	667	3780
Hayward	628	629	3780
Long Beach	654	664	3780
Los Angeles	639	573	3780
Northridge	671	692	3780
Poly St U at San			
Luis Obispo	631	671	3780
Sacramento	601	601	3780
San Bernardino	660	660	3780
Stanislaus	679	679	3780
St Poly at Pomona	642	642	3780
Cerritos CC	116	116	2370
Cerro Coso CC	100	100	2370
Chabot C	100	100	2340
Chaffey C	100	100	2880
Chapman C	7200	8200	
Christ C Irvine	3885	4345	
Christian Heritage C	3370	3800	
Citrus C	100	100	2700
City C of San Francisco	100	100	2430
Claremont McKenna C*	8710	9810	
Coast CC District			
Coastline CC	100	100	2370
Golden Gate U*	3074	3314	
Orange Coast C	100	100	2370
Cogswell C	4500	5000	
Coleman C	5780	5950	
C of the Canyons	100	100	2700
C of the Desert	100	100	2880
C of Marin	100	100	2730
C of Notre Dame	5300	5830	
C of Oceaneering	5650	6700	
C of the Redwoods	100	100	2670
C of the Sequoias	100	100	2790
C of the Siskiyous*	100	100	2370
Columbia C	100	100	2670
Columbia C Hollywood*	3060	3075	
Compton CC	100	100	2160
Condie JC	2520	2700	
Contra Costa CC System			
Contra Costa C	100	100	2460
Diablo Valley C	100	100	2460
Los Medanos C	100	100	2460
Cosumnes River C	100	100	2460
Crafton Hills C	100	100	2370
Cuesta C	140	100	2370
Cuyamaca C	100	100	2370
Cypress C	100	100	2400
D-Q U	3030	3030	
Dominican C San Rafael	5554	6410	
Dominican Sch			
Philosophy and Theol	2815	3015	
Don Bosco Tech Inst	2025	2290	
El Camino C	100	100	2310
Foothill-De Anza			
CC District			
De Anza C	118	118	2723
Foothill C	100	100	2700
Fresno Pacific C	4680	5020	
Fullerton C	100	100	2400
Gavilan CC	100	100	2370
Glendale CC	100	100	2700
Golden West C	100	100	2370
Grantham C of Engr	1600	1600	
Grossmont CC	100	100	2370
Hartnell C	100	100	2370
Harvey Mudd C	8870	9870	
Heald Bus C	3960	4320	
Heald C			
Bus/Tech	3960	4320	
Tech Contra Costa	3960	4320	
Tech San Francisco	3960	4320	
Hebrew Union C			
Jewish Inst of Religion	4620	4890	
Holy Names C	5730	6660	

CALIFORNIA—Continued

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Humboldt St U	684	684	3780
Imperial Valley C	100	100	2370
Indian Valley Cs	100	100	2730
International C	4600	4600	
John F Kennedy U*	3792	4171	
LIFE Bible C	2070	2340	
Lake Tahoe CC	100	100	3150
Lassen C*	100	100	2220
Loma Linda U	5775	6150	
Long Beach City C	100	100	2190
Los Angeles Baptist C*	3780	3870	
Los Angeles CC District			
East Los Angeles C	100	100	2910
Los Angeles City C	100	100	2910
Los Angeles Harbor C	100	100	2850
Los Angeles Mission C	100	100	2910
Los Angeles Pierce C	100	100	2910
LA Southwest C	100	100	2850
LA Trade and Tech C	100	100	2910
Los Angeles Valley C	100	100	2910
West Los Angeles C	100	100	2910
Los Rios CC District			
American River C	100	100	2460
Sacramento City C	100	100	2460
Loyola Marymount U	6075	6660	
Marymt Palos Verdes C	4685	5195	
Mendocino C*	100	100	2820
Menlo C	7120	8030	
Merced C	100	100	2190
Mills C	7945	8650	
Mira Costa C	100	100	2370
Mission C	100	100	2100
Modesto JC	100	100	2670
Monterey Inst of			
International Studies	5750	6250	
Monterey Peninsula C	100	100	2370
Mount Saint Mary's C	5575	6160	
Mount San Antonio C	100	100	2550
Mount San Jacinto C	100	100	2520
Napa Valley C	100	100	2520
National U	3555	3915	
New C of California	3220	3440	
Northrop U	6120	6570	
Occidental C*	8682	9289	
Ohlone C	100	100	2400
Oxnard C	100	100	2910
Pacific Christian C	3200	3260	
Pacific Coast JC	377	4985	
Pacific Oaks C	5400	6000	
Pacific Union C	5775	6225	
Palo Verde C	100	100	1170
Pasadena City C	100	100	2700
Patten C	2412	2632	
Pepperdine U	7905	8865	
Peralta CC District			
C of Alameda	100	100	2205
Feather River C	100	100	2190
Laney C	100	100	2370
Merritt C*	100	100	2280
Vista C	100	100	2370
Pitzer C	9345	10188	
Point Loma Nazarene C	4374	4806	
Pomona C	8792	9407	
Porterville C	100	100	2370
Rancho Santiago C	100	100	2370
Rio Hondo C	100	100	2580
Riverside City C	100	100	2520
Saddleback CC	100	100	2460
Saint Joseph's C	4000	4500	
Saint Mary's C of Cal	5976	6397	
San Bernardino Valley C	100	100	2370
San Diego CC District			
San Diego City C	100	100	2250
San Diego Mesa C	100	100	2250
San Diego Miramar C	100	100	2250
San Diego St U	661	700	3780
San Francisco Art Inst	5720	6200	
San Fran Cons of Music	5635	6295	
San Francisco St U	649	672	3780
San Joaquin Delta C	100	100	2400
San Jose Bible C	3360	3360	
San Jose CC District			
Evergreen Valley C	100	100	2730
San Jose City C	100	100	2730
San Jose St U	667	727	3780
Santa Barbara City C	100	100	2470
San Mateo Co CC District			
Canada C	100	100	2460
C of San Mateo	100	100	2460
Skyline C	100	100	2460
Santa Monica C	100	100	2550
Santa Rosa JC	100	100	2370
Scripps C	8520	9370	
Shasta C	100	100	2340
Sierra C	100	100	2460
Simpson C	3250	3770	
Solano CC	100	100	2460
Sonoma St U	679	679	3780
Southern California C	3702	4282	
Southern Cal Inst of Arch	5080	5440	
Southwestern C	100	100	2040
Stanford U	9705	10476	
State Center CC District			
Fresno City C	100	100	2370
Kings River CC	100	100	2370
[illegible] Inst	3150	3600	
Taft C	100	100	2360
US International U	6135	6600	
U of California			
Berkeley*	1346	1346	3816
Davis*	1286	1287	3816
Irvine*	1337	1336	3816
Los Angeles*	1290	1290	3816
Riverside*	1307	1308	3816
San Diego*	1330	1330	3816
San Francisco*	1330	1375	3816
Santa Barbara*	1299	1299	3816
Santa Cruz*	1389	1389	3816
U of Judaism	3340	4600	
U of La Verne	6140	6880	
U of Redlands	8035	8640	
U of San Diego	6310	6840	
U of San Francisco	6000	6530	
U of Santa Clara	6111	6663	
U of Southern California	8800	9626	
U of the Pacific	8715	9450	
U of West Los Angeles*	2820	3000	
Ventura Co CC District			
Moorpark C	100	100	2910
Oxnard C	100	100	2910
Ventura C*	100	100	3128
Victor Valley C	100	100	2550
West Coast Christian C	2150	2320	
West Coast U	5070	5380	
West Hills C	100	100	2370

CALIFORNIA—Continued

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
West Valley Joint			
CC District			
Mission C	100	100	2100
West Valley C	100	100	2250
Western St U C of Law			
Orange County	5756	6800	
San Diego	5776	6800	
Westmont C	6400	6905	
Whittier C	7486	8222	
Woodbury U*	4791	5280	
World C West	5100	5825	
Yeshiva U of LA*	2200	2200	
Yuba C	108	100	2310

COLORADO

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Adams St C*	1050	1050	1586
Aims CC*	432	432	2168
Arapahoe CC	802	812	1944
Baptist Bible C of Denver	2870	2890	
Bel-Rea Inst of			
Animal Tech	2650	2950	
Blair JC*	2880	2880	
Colorado Christian C	3896	4410	
Colorado C	7500	8190	
Colorado Inst of			
Art and Fashion Inst			
Denver*	4290	5020	
Colorado Mountain C			
Spring Valley	585	650	3300
Timberline	585	650	3300
Colo Northwestern CC	150	160	1840
Colorado Sch of Mines*	2606	2950	4700
Colorado St U*	1418	1418	3367
Colorado Tech C*	2970	2970	
CC of Denver*	765	765	1998
Front Range CC*	773	880	1998
Red Rocks CC*	748	748	1998
Denver Tech C*	7800	8300	
Electronic Tech Inst	3290	4155	
Fort Lewis C*	902	946	2392
Lamar CC	922	922	1440
Mesa C*	1038	1038	2712
Metropolitan St C*	290	923	2542
Morgan CC*	738	775	1440
Naropa Inst	3630	3630	
Nazarene Bible C	1633	1580	
Northeastern JC	450	465	1200
Parks C	3375	3820	
Pikes Peak CC	738	738	2151
Pueblo CC*	762	830	2826
Regis C	6030	6590	
Trinidad St JC	898	898	1440
U of Colorado			
Boulder*	1453	1453	4182
Colorado Springs*	1024	1091	2784
Denver*	942	942	3228
Health Sci Center	2788	2795	8938
U of Denver	7344	7920	
U of Northern Colorado*	1233	1233	3249
U of Southern Colorado*	1150	1198	2746
Western St C of Colo*	1076	1076	2672

CONNECTICUT

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Albertus Magnus C	6030	6670	
Asnuntuck CC	560	604	1250
Briarwood C	4111	4430	
Bridgeport Engr Inst	1890	2760	
Central Connecticut St U	1124	1174	1470
Connecticut C	9500	10300	
Eastern Connecticut St U	1200	1211	1470
Fairfield U	6240	7060	
Greater Hartford CC	560	604	1102
Greater New Haven			
St Tech C	642	747	1485
Hartford C for Women	4970	5350	
Hartford State Tech C	642	747	1485
Holy Apostles C and Sem*	2600	2600	
Housatonic CC	560	604	1102
Manchester CC	560	604	1706
Mattatuck CC	560	604	1102
Middlesex CC	580	604	1102
Mitchell C*	6000	6510	
Mohegan CC	560	604	1102
Northwestern Conn CC	560	604	1102
Norwalk CC	580	604	1706
Norwalk St Tech C	642	747	1485
Post C	4536	5500	
Quinebaug Valley CC	560	604	1102
Quinnipiac C	6200	6630	
Sacred Heart U	4150	4550	
Saint Alphonsus C	2900	2900	
Saint Basil's C	5070	5070	
Saint Joseph C	5300	6075	
South Central CC	560	604	1102
Southern Conn St U	1061	1088	1470
Thames Valley St Tech C	642	741	1485
Trinity C	9220	9970	
Tunxis CC	560	604	1102
US Coast Guard Acad	300	500	
U of Bridgeport	6965	7405	
U of Connecticut	1657	1801	3170
U of Hartford	7580	7995	
U of New Haven	5660	6000	
Waterbury St Tech C	642	747	1485
Wesleyan U	9713	10513	
Western Connecticut St U	1156	1121	1470
Yale U	9750	10520	

DELAWARE

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Delaware Tech and CC			
Southern	627	627	918
Stanton/Wilmington	601	627	918
Terry	576	627	918
Goldey Beacom C	3150	3660	
U of Delaware*	1799	1919	2775
Wesley C	5370	5568	
Wilmington C	3330	3430	

DIST. OF COLUMBIA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
American U	7670	8270	
Benjamin Franklin U	3033	3300	
Catholic U of America	6770	7320	
Gallaudet C	1804	2034	
George Washington U	6910	7600	
Georgetown U*	8580	9380	
Howard U*	3045	3045	
Mount Vernon C	6400	7200	
Oblate C	2250	2550	
Southeastern U	3070	3070	
Strayer C*	2640	2640	
Trinity C	6675	6925	
U of District of Columbia	496	496	2310

FLORIDA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Art Inst			
of Fort Lauderdale	4805	5175	
Baptist Bible Inst	974	974	
Barry U	5090	5630	
Bethune-Cookman C*	3337	3537	
Brevard CC	580	580	570
Central Florida Bible C*	1830	2075	
Central Florida CC	570	570	660
Chipola JC	540	540	630
Clearwater Christian C	2200	2320	
C of Boca Raton	5500	6500	
Eckerd C	6685	7475	
Edison CC*	600	600	660
Edward Waters C	2580	2752	
Embry-Riddle Aero U	3480	3780	
Prescott	3480	3780	
Flagler C	3050	3300	
Florida C	2800	3000	
Florida Inst of Tech	4560	4910	
Fla JC at Jacksonville	540	540	600
Florida Keys CC	570	570	660
Florida Memorial C	5200	3050	
Florida Southern C	3855	4260	
Fort Lauderdale C	2680	2815	
Gulf Coast CC	560	560	540
Hobe Sound Bible C*	2000	2000	
Indian River CC	624	570	570
International Fine Arts C	5985	6585	
Jacksonville U*	4740	5015	
Jones C Jacksonville*	2484	2484	
Orlando C*	2530	2905	
Lake City CC*	540	544	570
Miami Christian C	3250	3470	
Miami-Dade CC	625	700	705
Morris JC of Bus	2020	2020	
North Florida JC	570	570	570
Nova U*	3525	3525	
Palm Beach Atlantic C	3930	4000	
Respiratory Therapy Inst	5300	6098	
Ringling Sch			
of Art and Design	4050	4950	
Rollins C	7211	7791	
Saint John Vianney			
C Sem*	2090	2190	
Saint Leo C	4504	5110	
Saint Petersburg JC	370	653	660
Saint Thomas U	4220	4650	
Southeastern C			
of Assemblies of God	1860	1860	
Spurgeon Baptist Bible C	1890	2132	
Stetson U	5190	5700	
Tampa C*	2775	2800	
United Electronics Inst*	3800	4150	
U of Miami	7170	8042	
U of Tampa*	6262	6876	
Warner Southern C	3650	4064	
Webber C	3380	3820	

GEORGIA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Abraham Baldwin Agr C	804	907	1374
Agnes Scott C	6590	7275	
Albany JC	693	771	1374
Albany St C	1101	1224	1920
Andrew C	2148	2364	
Armstrong St C	1005	1110	1920
Art Inst of Atlanta	4630	5280	
Atlanta Christian C	2050	2280	
Atlanta C of Art	4680	5050	
Atlanta JC	675	756	1374
Augusta C	972	1095	1920
Bainbridge JC	679	780	1374
Bauder Fashion C	4305	4515	
Berry C	4125	4380	
Brenau C	4027	4300	
Brewton-Parker C	2170	2130	
Brunswick JC	735	830	1374
Clark C	3780	3895	
Clayton JC	675	756	1374
Columbus C	978	1066	1920
Covenant C	4520	4900	
Crandall JC	2600	3012	
Dalton JC	675	756	1374
DeKalb CC	840	975	1710
DeVry Inst of Tech	3500	3740	
Draughon's JC*	2565	2565	
Emanuel County JC	699	771	1374
Emmanuel C	2235	2355	
Emmanuel C Sch			
of Christian Ministries	2235	2335	
Emory U	7630	8480	
Oxford C	5740	6340	
Floyd JC	675	750	1374
Fort Valley St C	1101	1230	2560
Gainesville JC	708	789	1374
Georgia C	1024	1122	1920
Georgia Inst of Tech	1416	1587	3105
Georgia Military C	1892	2122	
Georgia Southern C	1086	1242	1920
Georgia Southwestern C	1053	1185	1920
Georgia St U	1185	1320	3060
Gordon JC	705	795	1374
Gupton Jones C			
of Funeral Service	3200	3300	
Kennesaw C	936	1044	1920
LaGrange C	2805	3090	
Macon JC	675	756	1374
Meadows C of Bus	1800	2205	
Med C of Georgia	1302	1452	2544
Mercer U	4893	5364	
Atlanta	3600	4200	
Middle Georgia C	780	861	1374
Morehouse C	3760	3950	
North Georgia C	1035	1143	1920
Oglethorpe U	5260	5430	
Paine C	3270	3570	
Phillips C Augusta	2500	2500	
Columbus	3563	3563	
Piedmont C	1967	2067	
Reinhardt C	2820	2775	
Savannah C of Art			
and Design	3810	4260	
Savannah St C	1077	1224	1920
Shorter C	3250	3700	
South Georgia C	759	840	1374
Southern Tech Inst	996	1110	1920
Spelman C	3815	4140	
Thomas County CC	1806	1896	
Tift C*	2740	3069	
Toccoa Falls C	2870	3000	
Truett-McConnell C	2317	2580	
U of Georgia	1407	1560	2544
Valdosta St C	1092	1200	1920
Waycross JC	678	756	1374
Wesleyan C	4500	5050	
West Georgia C	1092	1146	1920
Young Harris C	2550	2550	

Continued on Following Page

Tuition and Fees

Continued from Preceding Page

HAWAII

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Brigham Young U Hawaii	1438	1500	
Chaminade U of Honolulu	3500	3940	
Hawaii Loa C	4670	5000	
Hawaii Pacific C	3130	3280	
U of Hawaii			
Hilo	790	790	2110
Honolulu CC	240	240	1470
Kapiolani CC	240	240	1470
Kauai CC	240	240	1470
Leeward CC	240	240	1470
Manoa	910	910	2210
Maui CC*	240	240	1470
West Oahu C	630	630	1570
Windward CC	240	240	1470

IDAHO

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Boise Bible C	1850	1992	
Boise St U	1008	1044	1900
C of Idaho*	5072	5072	
C of Southern Idaho	750	784	1568
Idaho St U	1011	1040	1900
Lewis-Clark St C	928	1008	1900
North Idaho C	614	672	1070
Northwest Nazarene C	4074	4260	
Ricks C	1410	1100	
U of Idaho	970	1010	2000

ILLINOIS

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
American Cons of Music	4500	4800	
Augustana C*	5655	6207	
Aurora U	4725	5125	
Barat C*	4995	5310	
Belleville Area C	690	750	1320
Black Hawk C	885	885	1680
East Campus	885	885	1680
Blackburn C	4190	4460	
Bradley U*	5760	6310	
Brisk Rabbinical C	2100	2100	
Carl Sandburg C	664	664	591
Chicago St U	1090	1160	2040
City C's of Chicago			
City-Wide C	710	730	1385
Harry S Truman C	710	730	1385
Kennedy-King C	710	730	1385
Loop C	710	730	1385
Malcolm X C	710	730	1385
Olive-Harvey C	710	730	1385
Richard J Daley C	710	730	1385
Wilbur Wright C	710	730	1385
C of DuPage	765	765	1050
C of Lake County*	695	695	1906
C of Saint Francis	4208	4690	
Concordia C	3607	4145	
Danville Area CC	660	690	1590
De Paul U*	4950	5427	
DeVry Inst of Tech	3500	3740	
East-West U	3300	3645	
Eastern Illinois U	1334	1414	2040
Elgin CC	803	870	1927
Elmhurst C*	4240	5060	
Eureka C	3775	4875	
Felician C*	2000	2160	
Gem City C	1575	1650	
George Williams C	5637	5801	
Governors St U	1054	1108	2136
Greenville C	4950	5336	
Hebrew Theol C	1536	1936	
Highland CC	570	570	1760
Illinois Benedictine C	4801	5396	
Illinois Central C	800	800	1821
Illinois C	3600	3900	
Illinois Eastern CC			
Frontier CC	360	364	1687
Lincoln Trail C	360	384	1687
Olney Central C	360	384	1687
Wabash Valley C	360	384	1687
Illinois Inst of Tech	6900	7540	
Illinois St U	1359	1491	2100
Illinois Tech C	3090	3435	
Illinois Valley CC	420	420	2156
Illinois Wesleyan U	6280	6740	
John Wood CC	750	750	2170
Joliet JC	620	660	2042
Judson C	5300	5300	
Kankakee CC	585	600	1650
Kaskaskia C	578	638	1635
Kendall C	4340	4560	
Kishwaukee C	668	745	1560
Knox C	7440	7923	
Lake Forest C	8310	9145	
Lake Land C	788	879	2670
Lewis U	4750	5040	
Lewis and Clark CC	528	618	1989
Lincoln Christian C	2985	3135	
Lincoln C	5060	5100	
Lincoln Land CC	703	703	2055
Loyola U of Chicago*	5150	5632	
MacCormac JC	3450	3750	
MacMurray C	5200	5550	
Mallinckrodt C	2430	2730	
McHenry County C	756	840	1955
Midstate C	2860	2860	
Midwest C of Engineering	4600	4600	
Millikin U	5561	6111	
Monmouth C*	6855	7250	
Moody Bible Inst	414	460	
Moraine Valley CC	722	767	1230
Morrison Inst of Tech	2320	2470	
Morton C	570	570	2757
Mundelein C	5070	5670	
NAES C	3350	3350	
National C of Chiropractic	4560	4980	
National C of Education*	4545	4995	
North Central C	5589	6000	
North Park C and Theol Sem	5823	6362	
Northeastern Illinois U	1157	1211	2040
Northern Illinois U	1418	1509	2100
Northwestern U	9615	10380	
Oakton CC	550	550	2729
Olivet Nazarene C	3834	4142	
Parkland C*	720	760	2900
Parks C of Saint Louis U	3710	3970	
Prairie St C*	810	870	2340
Principia C	6621	7128	
Quincy C	4660	4900	
Rend Lake C	540	630	2877
Richland CC	752	789	
Rock Valley C	794	794	1745
Rockford C	5490	5990	
Roosevelt U	4647	5052	
Rosary C	5200	5500	
Rush U	5205	5480	

ILLINOIS—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Saint Augustine C	3192	3432	
Saint Xavier C	4870	5280	
Sangamon St U	960	1098	2028
Sauk Valley C	810	810	1550
Sch of Art Inst Chicago	6242	6800	
Shawnee C	420	600	1986
Sherwood Cons of Music*	2800	3100	
Shimer C	4140	4500	
Southeastern Illinois C	510	570	2190
Southern Illinois U			
Carbondale	1430	1528	2016
Edwardsville	1246	1290	1972
Spertus C of Judaica	2680	2680	
Spoon River C	840	810	2666
Springfield C in Illinois	3080	3230	
State CC of East Saint Louis	450	519	2495
Thornton CC	756	908	1620
Trinity Christian C*	4670	5090	
Trinity C*	5020	5445	
Triton C	710	750	1990
U of Chicago	8952	9906	
U of Health Sci Chicago Med Sch*	5157	5393	
U of Illinois			
Chicago	1764	1935	2628
Health Sci Center	2232	2316	2676
Urbana-Champaign	1722	1844	2628
VanderCook C of Music*	4170	5082	
Waubonsee CC*	748	828	2190
Western Illinois U	1328	1415	2040
Wheaton C	5916	6240	
William Rainey Harper C	840	840	1731

INDIANA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Ancilla Domini C	1319	1240	
Anderson C	4490	4900	
Ball St U	1464	1554	2016
Bethel C	3860	4615	
Butler U	5640	6340	
Calumet C*	2730	2730	
DePauw U	7100	7670	
Earlham C	7461	7875	
Fort Wayne Bible C	3824	4090	
Franklin C of Indiana	5390	5930	
Goshen C	4875	5280	
Grace C	4128	4221	
Hanover C	4050	4330	
Holy Cross JC*	2270	2430	
Huntington C	4545	4820	
Indiana Central U	4930	5490	
Indiana Inst of Tech	4140	4920	
Indiana St U	1454	1542	2080
Indiana U			
Bloomington	1532	1617	2917
East	1311	1386	1965
Kokomo	1295	1360	1965
Northwest	1320	1396	1965
Indiana U-Purdue U			
Fort Wayne	1314	1390	2003
Indianapolis	1400	1505	2490
South Bend	1293	1368	1965
Southeast	1315	1390	1965
Indiana Voc Tech C			
Central Indiana	1400	1204	798
Columbus	1400	1204	798
Eastcentral	1400	1204	798
Kokomo	1400	1204	798
Lafayette	1400	1204	798
Northcentral	1400	1204	798
Northeast	1400	1204	798
Northwest	1400	1204	798
Southcentral	1400	1204	798
Southeast	1400	1204	798
Southwest	1400	1204	798
Wabash Valley	1400	1204	798
Whitewater	1400	1204	798
ITT Tech Inst			
Evansville	4700	5000	
Fort Wayne	4500	4900	
Indianapolis	3400	3800	
Manchester C	5060	5590	
Marian C	3885	4240	
Marion C	4610	4964	
Martin Center C	2250	2250	
Mid-America C of Funeral Service	3200	3500	
Oakland City C	3990	4500	
Purdue U	1532	1629	3206
Calumet	1320	1380	2055
North Central	1298	1373	2055
Rose-Hulman Inst of Tech	6050	6720	
Saint Francis C	3425	3772	
Saint Mary's C	6266	6983	
Saint Mary-of-the-Woods C	4810	5315	
Saint Meinrad C	2774	2912	
Taylor U	5306	5791	
Tri-St U	4524	5186	
U of Evansville	5580	6160	
U of Notre Dame*	7200	7970	
U of Southern Indiana*	1230	1333	1953
Valparaiso U	5792	6230	
Vincennes U	1144	1200	2084
Wabash C	6300	6600	

IOWA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
American Inst of Bus	2800	2985	
Briar Cliff C	4305	4800	
Buena Vista C	5685	6355	
Central C*	5574	6098	
Clarke C	5000	5390	
Coe C	5900	6310	
Cornell C*	6490	7008	
Des Moines Area CC	974	974	840
Divine Word C	3530	3530	
Dordt C	4650	5000	
Drake U	6200	6630	
Ellsworth CC*	1030	1080	950
Faith Baptist Bible C*	3030	3170	
Graceland C	4885	5145	
Grand View C	3990	4240	
Grinnell C	7805	8436	
Hawkeye Inst of Tech*	802	843	792
Indian Hills CC	996	996	450
Iowa Central CC	784	970	410
Iowa St U	1242	1304	2526
Iowa Wesleyan C	5300	5600	
Iowa Western CC	1110	1110	1020
Kirkwood CC*	870	955	900
Loras C	5000	5520	
Luther C	5975	6465	
Maharishi International U	5620	5520	
Marycrest C	4730	5420	

IOWA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Morningside C	5575	6014	
Mount Mercy C	4530	4950	
Mount Saint Clare C	3880	3840	
National Ed Center National Inst of Tech	3300	3900	
North Iowa Area CC	844	968	437
Northeast Iowa Tech Inst	927	950	864
Northwest Iowa Tech C	930	990	405
Northwestern C	4752	4952	
Open Bible C	2420	2800	
Saint Ambrose C	5130	5640	
Simpson C	5790	6165	
Southeastern CC North	850	910	440
South	850	910	440
Southwestern CC	900	900	420
U of Dubuque*	5025	5325	
U of Iowa	1242	1304	2526
U of Northern Iowa	1184	1242	1756
Upper Iowa U	5070	5280	
Vennard C	2191	2871	
Waldorf C	5320	5750	
Wartburg C*	5590	5925	
Westmar C	5008	5360	
William Penn C	5730	5780	

KANSAS

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Allen Co Community JC	360	570	1590
Baker U	4030	4310	
Barton County CC	555	555	1041
Benedictine C	4272	4523	
Bethany C	3820	4207	
Bethel C	4228	4504	
Butler County CC	600	680	1275
Central C	3900	4100	
Cloud County CC	690	800	1710
Colby CC	600	675	1335
Cowley County CC	544	510	1380
Dodge City CC	486	620	1650
Donnelly C	1400	1500	
Emporia St U	940	1083	1176
Fort Hays St U	1020	1153	1176
Fort Scott CC	510	570	1586
Friends Bible C	3850	4000	
Friends U	4035	4280	
Garden City CC*	566	520	1313
Haskell Indian JC	10	20	
Hesston C	4000	4400	
Highland CC	520	620	1366
Hutchinson CC*	554	584	1283
Independence CC	510	570	1590
Johnson County CC	615	615	1485
Kansas City Kansas CC*	510	510	1290
Kansas Newman C	3780	4110	
Kansas St U	1182	1251	1804
Kansas Tech Inst	555	687	1146
Labette CC	450	450	2010
Manhattan Christian C	1804	1931	
Marymount C of Kansas	3985	4230	
McPherson C	4070	4150	
Mid-America Nazarene C	3181	3532	
Neosho County CC	440	520	1290
Ottawa U	3830	4095	
Pittsburg St U	908	1048	1176
Saint John's C	3600	3950	
Saint Mary C	3790	4140	
Saint Mary of the Plains C	3710	4110	
Seward County CC*	510	540	1343
Southwestern C	3870	3070	
Sterling C	3850	4050	
Tabor C	3750	4142	
U of Kansas	1148	1230	1804
C of Health Sci and Med Ctr	940	1030	1804
Washburn U of Topeka	1610	1614	750
Wichita St U	1146	1284	1894

KENTUCKY

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Alice Lloyd C	2440	2680	
Asbury C	3822	4191	
Bellarmine C	3850	4200	
Berea C	120	122	
Bowling Green JC of Bus*	2861	2861	
Brescia C	3090	3700	
Campbellsville C	3140	3360	
Centre C of Kentucky	6335	6650	
Cumberland C	2580	2880	
Eastern Kentucky U	900	954	1770
Georgetown C	3810	4028	100
Inst of Electronic Tech	3300	3300	
Kentucky Christian C	1860	2000	
Kentucky St U	935	990	1770
Kentucky Wesleyan C	3550	4060	
Lees C	2520	2520	
Lindsey Wilson C	2920	3180	
Louisville Tech Inst	3475	3600	
Midway C	3300	3500	
Morehead St U	910	974	1770
Murray St U	880	944	1806
Northern Kentucky U	890	944	1770
Owensboro JC of Bus	2505	2775	
Pikeville C	3300	3300	
RETS Electronic Inst	3788	3850	
Saint Catharine C	2600	2750	
Spalding U	3680	3980	
Sue Bennett C	1915	2070	
Sullivan JC of Bus	2790	3980	
Thomas More C	4365	4780	
Transylvania U	5825	6255	
Union C	3950	4150	
U of Kentucky	1124	1228	2290
Ashland CC	468	520	1040
Elizabethtown CC	468	520	1040
Hazard CC	468	520	1040
Henderson CC	468	520	1040
Hopkinsville CC	468	520	1040
Jefferson CC	468	520	1140
Lexington CC	1174	1228	2240
Madisonville CC	468	520	1040
Maysville CC	468	520	1040
Paducah CC	468	520	1040
Prestonburg CC	468	520	1040
Somerset CC	468	520	1040
Southeast CC	468	520	1040
U of Louisville	1135	1244	2290
Watterson C	3030	3424	
Western Kentucky U	921	954	1770

LOUISIANA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Centenary C of Louisiana	3870	4320	
Delgado CC	570	570	680
Dillard U	3600	3900	
Grambling St U*	888	888	680
Louisiana C	2070	2336	
Louisiana St U*	968	977	1500
Alexandria*	500	500	1030
Eunice*	450	450	1000
Med Center*	700	700	1140
Shreveport*	780	780	1230
U of New Orleans*	984	984	1310
Louisiana Tech U*	925	961	680
Loyola U*	4466	4823	

LOUISIANA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
McNeese St U*	774	793	680
Nicholls St U*	788	790	680
Northeast Louisiana U*	780	762	680
Northwestern St U*	756	868	680
Our Lady of Holy Cross C*	3350	3350	
Saint Bernard Parish CC	105	105	
Saint Joseph Sem C	2530	2530	
Southeastern La U*	878	878	680
Southern U*	650	662	630
New Orleans*	618	638	630
Shreveport*	466	482	400
Tulane U	8050	9080	
Newcomb C	8050	9080	
U of Southwestern La*	713	719	680
Xavier U of Louisiana	3738	3898	

MAINE

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Andover C	2300	2900	
Bates C	9425	10490	
Beal C	2625	2825	
Bowdoin C	9415	10070	
Casco Bay C*	2725	2725	
Central Maine Med Ctr Sch of Nursing*	3081	3081	
Central Maine Voc Tech Inst	725	825	800
Colby C*	9080	9750	
C of the Atlantic	6375	6875	
Eastern Maine Voc Tech Inst*	800	900	700
Husson C*	5325	5325	
Kennebec Valley Voc Tech Inst	790	800	800
Maine Maritime Acad*	2420	2720	1830
Northern Maine Voc Tech Inst	846	945	800
Portland Sch of Art	5560	5710	
Saint Joseph's C	4725	4975	
Southern Maine Voc Tech Inst*	790	890	700
Thomas C	5455	5855	
Unity C	5280	5175	
U of Maine			
Augusta*	1458	1458	2217
Farmington*	1463	1463	2217
Fort Kent*	1443	1443	2217
Machias*	1453	1453	2217
Orono*	1545	1545	3051
Presque Isle	1453	1463	2217
U of Southern Maine*	1545	1545	3051
U of New England	5450	6130	
Westbrook C	6215	6578	

MARYLAND

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Allegany CC	762	820	1444
Anne Arundel CC	917	917	2520
Baltimore Hebrew C	1875	1980	
Bowie St C	1451	1595	1256
Capitol Inst of Tech	4047	4407	
Catonsville CC	758	806	1982
Cecil CC	666	736	2070
Charles County CC	890	890	1680
Chesapeake C	515	542	2360
C of Notre Dame of Md	5200	5575	
Columbia Union C	5484	5713	
CC of Baltimore	800	870	1620
Coppin St C	1300	1386	1256
Dundalk CC	760	760	1840
Essex CC*	640	640	1638
Frederick CC	668	930	2520
Frostburg St C	1387	1473	1256
Garrett CC	750	810	2160
Goucher C	7900	8455	
Hagerstown Bus C	2030	2275	
Hagerstown JC*	731	870	1470
Harford CC*	770	860	2130
Hood C*	6890	7640	
Howard CC	840	860	2980
Johns Hopkins U	8860	9660	
Loyola C	5110	6045	
Maryland C of Art and Design	4150	4660	
Maryland Inst C of Art	5800	6800	
Montgomery C			
Rockville	1089	1155	1650
Takoma Park	1089	1155	1650
Mount Saint Mary's C	5150	5650	
Ner Israel Rabbinical C	2300	2300	
Prince George's CC	990	1070	3060
Saint John's C	8250	8850	
Saint Mary's C of Md	1615	1850	1000
Salisbury St C	1478	1656	1256
Sojourner-Douglass C	2660	2660	
Towson St U	1384	1509	1256
U of Baltimore	1365	1490	1290
U of Maryland			
Baltimore Prof Schs	1390	1466	2706
Baltimore County	1436	1518	2706
College Park*	1410	1496	2706
Eastern Shore*	1252	1350	2454
U C	2180	2310	
Villa Julie C*	3450	3700	
Washington Bible C	2870	3130	
Washington C*	6130	6743	
Western Maryland C	6225	7325	
Wor-Wic Tech CC*	642	702	2430

MASSACHUSETTS

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
American Int'l C*	5030	5380	
Amherst C*	9510	10321	
Anna Maria C*	4830	5465	
Aquinas JC			
Milton	3435	3735	
Newton	3700	4425	
Assumption C*	5730	6070	
Atlantic Union C*	6148	6474	
Babson C	7666	8420	
Bay Path JC	4700	5000	
Bay State JC of Bus	4100	4520	
Becker JC			
Leicester*	3580	3980	
Worcester*	3580	3980	
Bentley C	6100	6640	
Berklee C of Music	4110	4510	
Berkshire Christian C	3825	5100	
Boston Architectural Ctr*	1510	1510	
Boston C	7695	8450	
Boston Cons	5860	6120	
Boston U	9116	10220	
Bradford C	7065	7200	
Brandeis U	9590	10435	
Chamberlayne JC	4030	4270	
C of the Holy Cross	7876	8580	
Curry C	7085	7685	
Dean JC*	5805	6105	
Eastern Nazarene C	3996	4388	
Elms C*	5150	5400	
Emerson C	7345	7985	
Emmanuel C	5700	6200	
Endicott C	5750	6250	

MASSACHUSETTS—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Fisher JC	4850	5200	
Forsyth Sch for Dental Hygienists*	6307	6975	
Franklin Inst of Boston	4940	5300	
Gordon C	6121	6835	
Harvard-Radcliffe C's*	9800	11340	
Hebrew C*	1310	1510	
Katharine Gibbs Sch	5300	5800	
Laboure C	4975	5300	
Lasell JC	5740	6240	
Lesley C	6950	7470	
Marian Court JC of Bus*	3545	3545	
Mass Board of Regents			
Berkshire CC	828	892	1692
Bridgewater St C	1264	1271	2196
Bristol CC	815	848	1692
Bunker Hill CC	846	835	1692
Cape Cod CC	875	911	1692
Fitchburg St C	1094	1184	2196
Framingham St C	1282	1300	2196
Greenfield CC	827	931	1692
Holyoke CC	843	878	1692
Massachusetts Bay CC	800	836	1692
Massachusetts C of Art	1304	1360	2256
Mass Maritime Acad*	1208	1343	2256
Massasoit CC	827	876	1692
Middlesex CC	825	861	1692
Mount Wachusett CC	835	873	1692
North Adams St C	1233	1293	2196
North Shore CC	772	808	1692
Northern Essex CC*	787	823	1692
Quinsigamond CC	827	863	1692
Roxbury CC	829	908	1692
Salem St C	1161	1171	2196
Southeastern Mass U	1177	1285	2556
Springfield Tech CC	881	869	1692
U of Lowell	1373	1430	2566
U of Massachusetts			
Amherst	1758	2046	3024
Boston	1442	1616	3024
Westfield St C	1167	1236	2196
Worcester St C	1114	1183	2196
Mass C of Pharmacy and Allied Health Sci*	5340	5670	
Mass Inst of Tech	10300	11000	
Merrimack C	5750	6200	
Mount Holyoke C*	9485	10430	
Mount Ida C	4890	5515	
New England Cons of Music*	7800	8600	
New England Inst of Applied Arts and Sci	4500	6795	
Newbury JC	4605	4605	
Nichols C	4785	5080	
Northeastern U	6208	7408	
Pine Manor C	8194	8780	
Quincy JC	1510	1515	
Regis C	5790	6500	
Saint Hyacinth C-Sem	3105	3105	
Saint John's Sem	2400	2525	
Sch of Museum of Fine Arts-Boston	5905	6355	
Simmons C	7910	8604	
Smith C	9240	9990	
Springfield C	5376	5723	
Stonehill C	5660	6045	
Suffolk U	4545	5090	
Swain Sch of Design	4975	5300	
Tufts U	9556	10393	
Wellesley C	9350	10210	
Wentworth Inst of Tech	5025	5410	
Western New England C	4950	5550	
Wheaton C	9245	10040	
Wheelock C	6728	7240	
Williams C	9280	10128	
Worcester Poly Inst	8102	9008	

MICHIGAN

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Adrian C	5776	6126	
Albion C	6364	6784	
Alma C	6540	7010	
Alpena CC*	682	713	1054
Andrews U	5686	5985	
Aquinas C	5100	5600	
Baker JC of Bus	2460	2600	
Bay de Noc CC*	750	810	450
Calvin C	4620	4980	
Center for Creative Studies-C Arts and Design*	5236	5736	
Central Michigan U*	1460	1555	2340
Charles Stewart Mott CC	980	980	840
Cleary C*	2970	3083	
Concordia C*	3598	4118	
Davenport C*	4235	4595	
Eastern Michigan U*	1443	1454	1906
Ferris St C*	1671	1671	1647
GMI Engr and Management Inst	4464	5264	
Glen Oaks CC	802	802	
Gogebic CC*	690	690	780
Grace Bible C	1980	2310	
Grand Rapids Baptist C and Sem	3560	3730	
Grand Valley St C*	1502	1560	2088
Great Lakes Bible C	2157	2325	
Henry Ford CC	1260	1260	
Highland Park CC*	770	770	600
Hillsdale C	5970	6470	
Hope C	5790	6280	
Jackson CC*	870	900	480
Jordan C	2400	3000	
Kalamazoo C	7315	7713	
Kalamazoo Valley CC	630	630	1260
Kellogg CC*	735	735	1140
Kirtland CC	633	623	360
Lake Michigan C*	710	720	480
Lake Superior St C*	1455	1527	1371
Macomb CC*	945	990	625
Madonna C	2270	2510	
Marygrove C	4140	4140	
Mercy C of Detroit	3680	3968	
Michigan Tech U	1692	1854	2199
Mid Michigan CC*	730	754	
Monroe County CC	570	590	270
Montcalm CC	784	774	480
Muskegon Bus C	2340	2655	
Muskegon CC	780	780	690
Nazareth C	5430	5430	
North Central Michigan C	812	850	180
Northern Michigan U	1400	1573	2016
Northwestern Michigan C	1035	1035	816
Olivet C	5080	5080	
Reformed Bible C	3080	3370	
Sacred Heart Sem C	2750	2750	
Saint Mary's C	2550	3050	
Siena Heights C	4080	4380	
Southwestern Mich C	790	810	330
Spring Arbor C	4935	5335	
Suomi C	6000	6500	
U of Detroit*	5460	5880	
Walsh C of Accountancy and Bus Admin	2370	2590	

MICHIGAN—Continued

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Wayne County CC	800	840	840
Wayne St U	1760	1760	500
Western Michigan U*	1486	1486	1966
William Tyndale C	2430	2560	

MINNESOTA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Alexandria Area			
Voc-Tech Inst	1008	1147	1112
Bethany Lutheran C	3450	4150	
Bethel C	5385	5990	
Carleton C*	8460	9385	
C of Saint Benedict	5200	5825	
C of Saint Catherine	5090	5210	
C of Saint Teresa*	5800	5900	
C of Saint Thomas	5420	5840	
Concordia C			
Moorhead	5590	6000	
Saint Paul	4230	4575	
Crosier Sem JC	5000	5100	
Dakota County Area			
Voc-Tech Inst	1247	1336	1320
Dr Martin Luther C	1790	1856	
Golden Valley			
Lutheran C	5265	5577	
Gustavus Adolphus C	6850	7250	
Hamline U	6400	7004	
Med Inst of Minnesota	3750	3900	
Minneapolis C			
of Art and Design*	5500	6100	
Minnesota Bible C	2100	2205	
North Central Bible C	3275	3230	
Northwest Tech Inst	3625	3985	
Northwestern C*	4800	5400	
Northwestern			
Electronics Inst	2352	2352	
Saint John's U*	5205	5830	
Saint Mary's C	5250	5650	
Saint Olaf C	6550	7150	
Saint Paul Bible C*	3244	3468	
Sch of the			
Associated Arts*	3200	3358	
St U Sys of Minn			
Bemidji St U	1390	1613	1174
Mankato St U	1345	1598	1174
Moorhead St U	1359	1596	1174
Saint Cloud St U*	1379	1602	1174
Southwest St U	1396	1629	1174
Winona St U	1403	1610	1174
U of Minnesota			
Duluth*	1950	1878	2945
Morris*	1759	1984	3078
Tech C Crookston*	1703	1775	2818
Tech C Waseca*	1688	1780	2818
Twin Cities*	1834	1940	2917

MISSISSIPPI

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Alcorn St U	975	1150	1182
Belhaven C	3800	4190	
Blue Mountain C	2314	2500	
Clarke C	2100	2290	
Coahoma JC	585	639	1375
Copiah-Lincoln JC	500	500	660
Delta St U	900	1000	1182
East Central JC	500	500	400
East Mississippi JC	420	420	
Holmes JC	500	500	600
Itawamba JC	480	500	400
Jackson St U	1072	1172	1182
Jones County JC*	460	460	600
Mary Holmes C	1505	1450	
Meridian JC	450	450	510
Millsaps C	5155	5575	
Mississippi C	3008	3348	
Mississippi Delta JC*	505	505	600
Mississippi Gulf Coast JC			
Jackson County	550	550	400
Perkinston	454	500	400
Mississippi St U	1368	1484	1182
Mississippi U for Women	925	1075	1182
Mississippi Valley St U	975	1100	1182
Northeast Mississippi JC	520	450	730
Northwest Mississippi JC	754	754	600
Pearl River JC	400	510	550
Phillips C	2525	2900	
Phillips C of Jackson	2675	2875	
Prentiss Normal			
and Industrial Inst	2023	1996	
Rust C	2624	2622	
Southeastern Baptist C*	1510	1510	
Southwest Mississippi JC	400	440	700
Tougaloo C	2960	3160	
U of Mississippi	1401	1517	1182
Med Center	1185	1688	
Wesley C	1510	1510	
William Carey C	2470	2770	

MISSOURI

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Avila C	4200	4550	
Baptist Bible C	1130	1130	
Basic Inst of Tech	3400	3400	
Calvary Bible C	2310	2450	
Cardinal Glennon C	1975	3235	
Central Bible C*	1915	2184	
Central Christian C			
of the Bible	1550	1600	
Central Methodist C	4450	4700	
Central Missouri St U	836	992	842
Conception Sem C	2490	2610	
Cottey C	2400	2400	
Culver-Stockton C	4380	4600	
DeVry Inst of Tech	3500	3740	
Drury C	4250	4855	
East Central JC	540	540	660
Evangel C	2968	3260	
Fontbonne C	4950	5250	
Hannibal-LaGrange C	3112	3190	
Harris Stowe St C	650	792	687
Jefferson C	420	420	420
Kansas City Art Inst	6650	7210	
Kemper Military Sch & C	5200	5900	
Lindenwood C	4680	4950	
Maryville C	4890	5190	
Metropolitan CC System			
Longview CC	660	660	840
Maple Woods CC	660	660	840
Penn Valley CC	660	660	840
Pioneer CC	660	660	840
Mineral Area C	480	480	320
Missouri Baptist C	2950	3400	
Missouri Southern St C*	800	850	820
Missouri Valley C	3800	4200	
Moberly Area JC	450	450	1260
Northwest Missouri St U	875	900	750
Ozark Bible C*	1640	1700	
Park C	4110	4480	
Platt C	3750	3750	
Rockhurst C	4610	5030	
Rutledge C	2544	2790	
Saint Louis Christian C	1600	1600	
Saint Louis C			
of Pharmacy	3115	3370	

MISSOURI—Continued

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Saint Louis CC			
Forest Park	720	720	690
Meramec	720	720	690
Saint Louis Cons			
of Music	5015	5515	
Saint Louis U	5340	5720	
Saint Mary's C			
of O'Fallon	2776	3226	
Saint Paul's C	3125	3125	
Sch of the Ozarks*	2480	3080	
Southeast Missouri St U*	700	850	670
Southwest Baptist U	3570	3800	
Southwest Missouri St U	996	1104	1104
State Fair CC	360	360	700
Stephens C	6270	7100	
Tarkio C	4050	4570	
Three Rivers CC	660	660	780
U of Missouri			
Columbia	1355	1457	2758
Kansas City	1378	1489	2758
Rolla	1525	1641	2758
Washington U	8672	9272	
Webster U	4635	4885	
Wentworth Military Acad*	4250	5390	
Westminster C	5000	5300	
William Jewell C	4120	4450	
William Woods C	5550	5800	

MONTANA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Blackfeet CC	675	1020	
Carroll C	3410	3750	
C of Great Falls*	3400	3400	
Dawson CC	450	450	450
Dull Knife Memorial C*	525	625	
Flathead Valley CC	378	450	504
Miles CC	390	390	525
Montana U Sys			
Eastern Montana C*	822	981	1333
Montana C of Mineral			
Sci and Tech	775	901	1764
Montana St U*	884	992	1764
Northern Montana C	751	859	1404
U of Montana*	975	1149	1764
Western Montana C*	791	845	1332
Rocky Mountain C	3755	4095	

NEBRASKA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Central CC	624	720	324
C of Saint Mary*	4490	4850	
Concordia Teachers C	3870	4054	
Creighton U	4800	5234	
Dana C	4810	4910	
Doane C*	4810	5150	
Grace C of the Bible	2810	2990	
Hastings C	4810	5220	
McCook CC	560	590	155

NEBRASKA—Continued

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Mid Plains CC	550	575	135
Midland Lutheran C	4660	5000	
Nebraska Christian C	1510	1510	
Nebraska Indian CC	768	778	
Nebraska Wesleyan U	4767	5150	
Nebraska Western C	639	660	60
Northeast Tech CC	591	612	420
Southeast CC			
Fairbury	638	694	324
Lincoln	606	654	360
Milford	615	657	324
Union C	5800	5990	
U of Nebraska			
Lincoln*	1330	1453	2145
Med Center*	1248	1373	2145
Omaha*	1230	1346	2145
York C*	2600	2940	

NEVADA

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Old C	3100	3100	
Sierra Nevada C	3000	2600	
U of Nevada Sys			
Clark County CC*	615	615	2200
Northern Nevada CC*	600	600	2200
Truckee Meadows CC*	660	660	2200
U of Nevada Reno*	1060	1080	2200

NEW HAMPSHIRE

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Castle JC	2100	2500	
Colby-Sawyer C	7610	7990	
Daniel Webster C*	6210	6640	
Dartmouth C	9810	10764	
Franklin Pierce C*	6520	7050	
Hawthorne C	5825	6275	
Hesser C*	3550	3565	
Magdalen C	4000	4000	
McIntosh JC	2160	2380	
New England C	6750	7110	
New Hampshire C	6326	6803	
Saint Anselm C	5820	6400	
U of New Hampshire*	2356	2400	3570
Keene St C*	1729	1780	2500
Merrimack Valley C*	1210	1560	2200
Plymouth St C*	1711	1811	2500
Sch for Life-Long			
Learning*	1650	1650	
White Pines C	4325	4250	

NEW JERSEY

	1984-85 Tuition and fees	1985-86 Tuition and fees	1985-86 Added out-of-state tuition
Assumption C for Sisters	1200	1200	
Atlantic CC	822	892	1170
Bergen CC	860	913	2250
Berkeley Sch Garret Mt	4675	5125	
Bloomfield C	5210	5210	
Brookdale CC*	752	806	1500

Continued on Following Page

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Tuition and Fees

Continued from Preceding Page

NEW JERSEY—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Burlington County C*	1000	960	2430
Caldwell C	4375	4890	
Camden County C	742	802	60
Centenary C	4800	5000	
C of Saint Elizabeth*	5250	5550	
County C of Morris	850	900	727
Cumberland County C*	825	840	1500
Don Bosco C	3010	3010	
Drew U	8430	9150	
Essex County C*	804	861	1500
Fairleigh Dickinson U			
Edward Williams C	4718	4914	
Florham Park-Madison	5690	5934	
Rutherford	5690	5934	
Teaneck-Hackensack	5690	5934	
Felician C	3460	3910	
Georgian Court C	4000	4425	
Glassboro St C*	1308	1248	600
Gloucester County C*	705	705	2445
Hudson County CC	695	880	780
Jersey City St C	1384	1384	600
Kean C of New Jersey	1305	1305	600
Mercer County CC*	840	750	1500
Middlesex County C*	843	843	1500
Monmouth C*	5880	6350	
Montclair St C*	1340	1340	600
Northeastern Bible C	3790	4200	
Ocean County C*	1070	863	1500
Passaic County CC*	816	816	648
Princeton U	10200	10960	
Ramapo C of New Jersey	1415	1325	600
Rider C	5000	5600	
Rutgers U			
Camden C Arts and Sci*	1776	1776	1520
C of Engineering*	1949	1949	1602
C of Nursing*	1775	1775	1520
C of Pharmacy*	1950	1950	1602
Cook C*	1886	1886	1520
Douglass C*	1885	1885	1520
Livingston C*	1899	1899	1520
Mason Gross Sch of the Arts*	1867	1867	1520
Newark C*	1786	1786	1520
Rutgers C*	1899	1899	1520
Saint Peter's C*	4397	4727	
Salem CC*	863	863	287
Seton Hall U*	5475	5805	
Somerset County C	805	805	2100
Stevens Inst of Tech	8100	8850	
Stockton St C*	1305	1305	600
Talmudical Acad of NJ	2100	2600	
Trenton St C*	1369	1650	640
Union County C	800	875	1500
U of Med and Dentistry of New Jersey	1232	1404	1074
Upsala C*	5809	6450	
Westminster Choir C	6304	6800	
William Paterson C*	1297	1297	600

NEW MEXICO

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
C of Santa Fe*	3600	3838	
C of the Southwest	1192	1192	
Eastern New Mexico U	743	780	1332
Roswell	412	412	648
Inst American Indian Arts	215	265	
New Mexico Highlands U	527	593	1710
New Mexico Inst of Mining and Tech	748	816	2160
New Mexico JC	184	184	298
New Mexico Military Inst*	759	750	950
New Mexico St U	870	920	2160
Alamogordo	384	384	648
Carlsbad	346	336	648
Grants	360	360	648
Northern New Mexico CC	336	336	648
Saint John's C	8250	8850	
San Juan C	362	362	648
U of Albuquerque	3960	3950	
U of New Mexico	816	888	2160
Gallup	348	348	648
Western New Mexico U*	600	600	1555

NEW YORK

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Acad of Aeronautics	3596	3596	
Adelphi U*	5990	6327	
Albany Bus C	3200	3600	
Albany C of Pharmacy	3980	4435	
Alfred U	7910	8305	
Amer Acad McAllister Inst of Funeral Service	2680	3180	
American Acad of Dramatic Arts*	3600	3800	
Assoc Beth Rivkah Schs	3000	3000	
Bard C	10230	11154	
Barnard C	9698	10546	
Berkeley Sch Long Island	4650	5100	
New York	4650	5100	
Westchester*	4650	5400	
Beth Hatalmud Rabbinical C	2300	2300	
Beth Jacob Hebrew Teachers C	2100	2400	
Beth Medrash Emek Halacha Rabbinical C	2600	2600	
Boricua C	3510	3800	
Bramson ORT Tech Inst*	3256	3300	
Briarcliffe Sec Sch	3620	3895	
Bryant and Stratton			
Bus Inst Buffalo	3415	3610	
Rochester	3390	3585	
Canisius C	5140	5540	
Cathedral C Immaculate Conception	3500	3800	
Cazenovia C	5070	5324	
Central City Bus Inst	2785	3005	
Central Yeshiva Tomchei Tmimim Lubavitz	3300	3300	
City U of New York			
Baruch C	1295	1319	1300
Borough Manhattan CC	1304	1305	800
Bronx CC*	1295	1295	800
Brooklyn C*	1306	1306	1300
City C	1291	1316	1300
C of Staten Island	1303	1329	1300
Hostos CC	1249	1249	800
Hunter C	1275	1303	1300
John Jay C of Criminal Justice	1290	1316	1300
Kingsborough CC	1295	1295	800
La Guardia CC	1305	1305	800
Lehman C	1276	1301	1300
Medgar Evers C	1276	1276	800
New York City Tech C	1272	1298	1300
Queens C	1375	1422	1300
Queensborough CC	1289	1290	800
York C*	1280	1305	800

NEW YORK—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Clarkson U	7890	8500	
Colgate U*	9155	9790	
C of Insurance*	4700	5200	
C of Mount Saint Vincent	5300	5650	
C of New Rochelle	5250	5610	
Sch of New Resources*	3300	3560	
C of Saint Rose	4890	5240	
Columbia U	9665	10496	
Columbia Teachers C*	9665	10200	
Concordia C	4390	4785	
Cooper Union	300	300	
Cornell U	9600	10500	
Culinary Inst of America	5812	6099	
D'Youville C	4700	5250	
Daemen C	5100	5534	
Darkei No'Am Rabbinical C	2500	2700	
Dominican C of Blauvelt	3320	3670	
Dowling C	4645	4675	
Eastman Sch of Music	8930	9354	
Elizabeth Seton C*	3900	4150	
Elmira C	6440	6890	
Five Towns C	3450	3750	
Fordham U	6040	6450	
Friends World C	4700	5000	
Hadar Hatorah Rabbinical Sem	3000	3000	
Hamilton C	9300	10100	
Hartwick C	7525	8050	
Hilbert C	3340	3740	
Hobart C*	9050	9850	
Hofstra U	5900	5920	
Holy Trinity Orthodox Sem	800	800	
Houghton C	4825	5395	
Inst of Design and Construction	2130	2130	
Iona C	4880	5320	
Ithaca C	6562	7046	
Jewish Theol Sem of America	3390	3740	
Juilliard Sch	5600	6100	
Katharine Gibbs Sch			
Melville	5325	5850	
New York	5325	5850	
Kehilath Yakov Rabbinical Sem	2200	3000	
Keuka C	5770	5970	
King's C	5305	5525	
Laboratory Inst of Merchandising*	5015	5435	
Le Moyne C	5290	5705	
Long Island C Hospital Sch of Nursing	2850	3150	
Long Island U			
Brooklyn*	5325	5550	
C W Post*	5970	6350	
Southampton*	6050	6550	
Manhattan C	5030	5400	
Manhattan Sch of Music	5800	6300	
Manhattanville C	7770	8070	
Mannes C of Music	5500	6100	
Maria C of Albany	2570	2780	
Maria Regina C	2770	2970	
Marymount C	6025	6540	
Marymount Manhattan C	4890	5370	
Mater Dei C	2466	2666	
Medaille C	4140	4530	
Mercy C	3360	3850	
Mirrer Yeshiva Central Inst	2000	2000	
Molloy C	4220	4550	
Monroe Bus Inst	3795	4095	
Mount Saint Mary C*	4330	4690	
Nazareth C Rochester	4975	5360	
New Sch for Social Research	6370	6870	
New York Inst Tech	4140	4474	
New York Sch Interior Design	4490	5090	
New York U	7850	8714	
Niagara U	5400	5810	
Nyack C	4506	5026	
Olean Bus Inst	2375	2500	
Pace U	5000	5110	
Pleasantville/Briarcliff	4700	5110	
White Plains	4700	5110	
Parsons Sch of Design	6920	7470	
Paul Smith's C of Arts and Sci	4100	4960	
Polytechnic Inst of NY*	7840	8310	
Long Island Center*	7840	8310	
Pratt Inst	6788	7388	
Rabbinical Acad Mesivta Rabbi Chaim Berlin	2500	2500	
Rabbinical C Long Island	2800	3000	
Rabbinical Sem America	3000	3000	
Rensselaer Poly Inst	9390	10300	
Roberts Wesleyan C	4982	5458	
Rochester Bus Inst	2945	3050	
Rochester Inst Tech	6400	7182	
Russell Sage C	6450	6850	
JC of Albany	4020	4220	
Saint Bonaventure U	4990	5500	
Saint Francis C	3900	4230	
Saint John Fisher C*	5410	5745	
Saint John's U*	4250	4700	
Saint Joseph's C	3730	3930	
Suffolk	3730	3930	
Saint Lawrence U	8560	9325	
Saint Thomas Aquinas C	3625	3925	
Sarah Lawrence C	10080	10879	
Sch of Visual Arts	5670	6380	
Siena C	5115	5565	
Skidmore C	8965	9846	
St U of New York			
Albany*	1467	1467	1850
Binghamton*	1497	1500	1850
Buffalo	1590	1465	1850
Stony Brook*	1455	1475	1850
Empire St C	1387	1387	1850
C at Brockport*	1475	1475	1850
C at Buffalo	1453	1457	1850
C at Cortland*	1471	1471	1850
C at Fredonia*	1475	1475	1850
C at Geneseo	1475	1475	1850
C at New Paltz	1564	1564	1850
C at Old Westbury	1425	1445	1850
C at Oneonta*	1545	1545	1850
C at Oswego	1475	1470	1850
C at Plattsburgh*	1468	1468	1850
C at Potsdam	1465	1485	1850
C at Purchase*	1545	1475	1850
Downstate Med Center*	1455	1455	1850
Upstate Med Center	1430	1430	1850

NEW YORK—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
St U of New York—Continued			
A&T C at Alfred*	1465	1465	1850
A&T C at Canton*	1583	1555	1850
A&T C at Cobleskill*	1478	1478	1850
A&T C at Delhi*	1575	1470	1850
A&T C at Farmingdale*	1536	1497	1850
A&T C at Morrisville*	1585	1590	1850
C of Environmental Sci and Forestry	1432	1432	1850
Maritime C	1550	1550	1850
C of Tech at Utica/Rome	1475	1475	1850
Fashion Inst of Tech*	1500	1500	1350
Health Sciences Ctr Stony Brook	1457	1475	1850
Adirondack CC	976	1066	900
Broome CC	1026	1026	950
Cayuga County CC*	1140	1200	1100
Clinton CC*	1087	1187	1100
Columbia-Greene CC	1270	1254	1180
CC of the Finger Lakes*	1334	1334	1224
Dutchess CC*	1215	1280	1215
Fulton-Montgomery CC*	933	1073	990
Genesee CC*	1075	1180	1100
Herkimer County CC	940	1060	960
Hudson Valley CC*	1170	1275	1390
Jamestown CC	1150	1250	1150
Jefferson CC*	1300	1380	
Mohawk Valley CC	1236	1236	1150
Nassau CC	1290	1370	1230
Niagara County CC*	1125	1100	1050
North Country CC	1030	1100	1100
Onondaga CC	1206	1264	2336
Orange County CC*	1317	1337	1252
Rockland CC*	1166	1180	1100
Schenectady County CC	1183	1183	1100
Suffolk County CC	1146	1246	1160
Sullivan County CC*	1322	1422	1300
Tompkins-Cortland CC	1225	1275	2300
Ulster County CC*	1318	1472	2700
Westchester CC	1224	1324	1650
Stenotype Inst	3000	4200	
Syracuse U	7345	7780	
Utica C	5975	6405	
Talmudical Sem Oholei Torah	3600	3800	
Taylor Bus Inst	4930	5305	
Tech Career Insts	4300	4800	
Tobe-Coburn Sch of Fashion Careers	6350	6730	
Torah Temimah Talmudical Sem	2750	3200	
Trocaire C	2950	3300	
Union C	8836	9573	
U of Rochester	8478	9640	
Vassar C	9050	9750	
Villa Maria C of Buffalo	3060	3200	
Wadhams Hall Sem and C	2595	2695	
Wagner C	5810	6310	
Wells C	8145	8545	
Wendell Castle Workshop	5400	6000	
Westchester Bus Inst	4500	5025	
William Smith C*	9035	9850	
Wood Sch	5045	5390	
Yeshiva Karlin Stolin Beth Aron Y'Israel Rabbinical Inst	2300	2400	
Yeshiva Ohr Shmuel*	2000	2300	
Yeshiva U	6400	6855	
Yeshiva of Nitra Rabbinical C	2100	2500	

NORTH CAROLINA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Anson Tech C*	168	168	612
Asheville Buncombe Tech C*	153	173	612
Atlantic Christian C	3680	3930	
Barber-Scotia C	3000	3030	
Beaufort County CC*	168	168	612
Belmont Abbey C*	4038	4262	
Bennett C	3200	3400	
Bladen Tech Inst*	174	174	612
Blanton's JC	2197	2100	
Blue Ridge Tech C*	220	165	612
Brevard C*	3190	3380	
Brunswick Tech C*	174	174	612
Caldwell CC & Tech Inst*	168	168	612
Campbell U*	4370	4600	
Cape Fear Tech Inst*	178	178	612
Carteret Tech C*	162	162	612
Catawba C	4355	4750	
Catawba Valley Tech C*	168	168	612
Central Carolina Tech C*	171	171	612
Central Piedmont CC*	156	156	612
Chowan C	2810	3220	
Cleveland Tech C*	174	177	612
Coastal Carolina CC	168	168	612
C of the Albemarle*	181	181	612
Craven CC*	180	180	612
Davidson C	6465	7130	
Davidson County CC*	176	176	612
Duke U*	7681	8556	
Durham Tech Inst*	162	168	612
East Coast Bible C*	1740	1950	
Edgecombe Tech C*	162	162	612
Elon C	3290	3546	
Fayetteville Tech Inst*	171	171	612
Forsyth Tech Inst*	168	168	612
Gardner-Webb C	3810	4100	
Gaston C*	181	181	612
Greensboro C	4130	4290	
Guilford C	5236	5610	
Guilford Tech CC*	186	186	612
Halifax CC*	168	168	612
Hardbarger JC of Bus	2120	2272	
Haywood Tech C*	168	168	612
High Point C	3950	4215	
Isothermal CC*	181	181	612
James Sprunt Tech C*	177	177	612
John Wesley C	2026	2026	
Johnson C Smith U	3018	3228	
Johnston Tech C*	174	181	612
Lees-McRae C	3047	3254	
Lenoir CC*	180	180	612
Lenoir-Rhyne C	4429	4831	
Livingstone C*	2840	3080	
Louisburg C*	3250	3450	
Mars Hill C	3850	4100	
Martin CC*	168	168	612
Mayland Tech C*	168	168	612
McDowell Tech C*	171	171	612
Meredith C	3600	3930	
Methodist C	4200	4700	
Mitchell CC*	180	180	612
Montgomery Tech C*	220	165	612
Montreat-Anderson C	2940	3128	
Mount Olive C	2800	3360	
Nash Tech C*	162	162	612
NC Wesleyan C	4120	4430	
Pamlico Tech C*	168	168	612
Peace C	2750	3030	

NORTH CAROLINA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Pfeiffer C	3995	4380	
Piedmont Bible C	2460	2460	
Piedmont Tech C*	174	174	612
Pitt CC	171	181	612
Queens C	4920	5200	
Randolph Tech C	168	225	612
Richmond Tech C*	171	171	612
Roanoke Bible C	1530	1550	
Roanoke-Chowan Tech C*	168	173	612
Robeson Tech C*	171	171	612
Rockingham CC*	180	180	612
Rowan Tech C*	174	174	612
Rutledge C Charlotte	2385	2520	
Rutledge C Durham	2385	2976	
Rutledge C Fayetteville	2385	2520	
Rutledge C Greensboro	2385	2688	
Rutledge C of Raleigh	2385	2900	
Sacred Heart C	3740	3710	
Saint Andrew's Presbyterian C*	5350	5600	
Saint Augustine's C	3100	3300	
Saint Mary's C*	4190	4440	
Salem C*	5170	5875	
Sampson Tech C*	180	175	612
Sandhills CC*	177	177	612
Shaw U	2500	2500	
Southeastern CC*	177	177	612
Southwestern Tech C*	167	165	612
Stanly Tech C*	171	171	612
Surry CC*	171	171	612
Tech C of Alamance*	162	162	612
Tri-County CC*	159	159	612
Vance-Granville CC*	171	171	612
Wake Forest U	5550	6000	
Wake Tech C*	162	162	612
Warren Wilson C	4550	5150	
Wayne CC*	171	171	612
Western Piedmont CC*	171	171	612
Wilkes CC*	177	179	612
Wilson County Tech Inst*	168	168	612
Wingate C	2950	3320	

NORTH DAKOTA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Bismarck JC	940	1008	888
Dickinson St C	935	1053	888
Jamestown C	5200	5700	
Lake Region CC	860	1048	888
Mary C	3400	3760	
Mayville St C	903	888	888
Minot St C	891	1008	888
ND St Sch of Sci	831	948	888
North Dakota St U	1008	1095	993
Bottineau	899	1016	888
Trinity Bible C	2134	2559	
Turtle Mountain CC*	630	630	
U of North Dakota	1080	1167	993
Williston	958	1050	888
Valley City St C	906	1038	888

OHIO

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
ATES Tech Inst	3520	3520	
Antioch U	6880	7390	
Antonelli Inst of Art and Photography	3700	3980	
Art Acad of Cincinnati	3350	3650	
Ashland C	6060	6540	
Baldwin-Wallace C	6108	6454	
Belmont Tech C	750	750	150
Bluffton C	4968	5346	
Borromeo C of Ohio	3300	3500	
Bowling Green St U	1868	1952	2308
Firelands C	1492	1546	2308
Capital U	6335	6900	
Case Western Reserve U	8000	8650	
Cedarville C	3495	3747	
Central Ohio Tech C*	1098	1192	468
Central St U	1427	1413	1161
Chatfield C	2100	2250	
Cincinnati Bible Sem	2126	2286	
Cincinnati C of Mortuary Sci	3580	3720	
Cincinnati Tech C	990	1650	990
Circleville Bible C	2820	2820	
Clark Tech C	1251	1251	1125
Cleveland C of Jewish Studies	1350	1400	
Cleveland Inst of Art	5200	5725	
Cleveland Inst of Electronics	1500	1500	
Cleveland Inst of Music	7436	7820	
C of Mount Saint Joseph-on-the-Ohio	4280	4970	
C of Wooster	7930	8545	
Columbus C of Art and Design	4970	5890	
Columbus Tech Inst	1008	1260	1584
Cuyahoga CC			
Eastern	810	810	900
Metropolitan	810	900	1035
Davis JC*	3072	3225	
Defiance C	4730	5054	
Denison U	8110	8830	
DeVry Inst of Tech	3500	3740	
Edison State CC	945	945	855
Electronic Tech Inst	3300	3720	
Findlay C	5065	5475	
Franklin U	2580	2700	
God's Bible Sch and C	1573	1573	
Heidelberg C	6930	7600	
Hiram C	7481	8000	
Hocking Tech C	1050	1125	1125
Jefferson Tech C	675	675	630
John Carroll U	4768	5344	
Kent St U	2016	2074	1600
Ashtabula	1652	1720	1600
East Liverpool	1652	1720	1600
Stark Co	1652	1720	1600
Trumbull	1652	1720	1600
Tuscarawas	1652	1720	1600
Kenyon C	8583	9333	
Kettering C of Med Arts	2430	3205	
Lake Erie C	6000	6470	
Lakeland CC	1192	1192	1320
Lima Tech C	1035	1035	1050
Lorain County CC	1013	1148	2115
Lourdes C	2200	2630	
Malone C	4590	5050	
Marietta C	7200	7550	
Marion Tech C	1116	1152	1548
Miami U			
Hamilton*	1865	1875	2500
Middletown*	1865	1875	2500
Oxford*	2385	2475	2500
Miami-Jacobs JC of Bus	2510	3120	
Mount Union C	7160	7660	
Mount Vernon Nazarene C	3576	3844	
Muskingum Area Tech C	999	1080	1080
Muskingum C	6550	7420	
North Central Tech C*	1209	1275	1116

OHIO—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Northwest Tech C	1080	1080	990
Northwestern Bus C and Tech Center	1670	1670	
Notre Dame C	3850	4160	
Oberlin C	9440	10162	
Ohio C of Bus and Tech	2875	3150	
Ohio Dominican C	4610	4960	
Ohio Northern U	5415	5976	
Ohio U	1917	1992	2001
Belmont County	1545	1605	2001
Chillicothe	1545	1605	2001
Lancaster	1545	1605	2001
Zanesville	1545	1605	2001
Ohio Wesleyan U	7130	7800	
Otterbein C	6309	6750	
Owens Tech C	936	936	840
Pontifical C Josephinum	2350	2578	
RETS Tech Center	3324	3324	
Rabbinical C of Telshe	2000	2000	
Shawnee State CC	990	1040	79
Sinclair CC	990	990	855
Southern Ohio C	2835	3400	
Southern State CC	1080	1080	180
Stark Tech C	1235	1295	900
Terra Tech C	1496	1496	1218
Tiffin U*	3100	3350	
Union for Experimenting C's and U's	3900	3900	
U of Akron	1650	1716	2144
U of Cincinnati*	1911	1950	2733
Clermont General and Tech C*	1911	1950	2733
U of Dayton	4760	5260	
U of Steubenville	4620	4920	
Urbana U	4612	4860	
Ursuline C	3670	4000	
Walsh C	3634	3868	
Washington Tech C	990	990	720
Wilmington C	5385	5635	
Wright St U	1623	1686	1686
Western Ohio	1449	1509	1686
Xavier U	5080	5400	
Youngstown C Bus and Prof Drafting	4004	5337	
Youngstown St U*	1335	1335	1185

OKLAHOMA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Bacone C	1794	1920	
Bartlesville Wesleyan C	3600	3600	
Bethany Nazarene C*	2986	3330	
Cameron U*	600	610	1040
Central St U	580	580	1560
Connors St C*	446	506	913
E Central Okla St U*	574	631	1128
Eastern Oklahoma St C*	461	575	806
El Reno JC	450	476	809
Flaming Rainbow U	2710	2950	
Hillsdale Free Will Baptist C	1575	1650	
Langston U	680	735	1225
Mid-America Bible C	2926	3402	
Murray St C*	475	495	808
National Ed Ctr Spartan Sch of Aeronautics	5860	6160	
Northeastern Oklahoma A&M C*	416	456	890
Northern Oklahoma C	416	431	815
Northwestern Okla St U*	588	625	1037
Oklahoma Baptist U	2745	2964	
Oklahoma Christian C*	2620	2850	
Oklahoma City CC	446	446	808
Oklahoma City U	3282	3542	
Okla C of Bus and Tech	2925	3168	
Okla Panhandle St U	659	659	981
Oklahoma St U Tech Inst*	707	707	1506
Oral Roberts U	3880	4100	
Phillips U*	3846	3994	
Rose St C*	354	431	809
Saint Gregory's C	2325	2425	
Southeastern Okla St U*	589	630	1050
Southwestern C of Christian Ministries*	1950	1950	
Southwestern Okla St U*	564	620	1100
Tulsa JC*	431	461	1149
U of Oklahoma*	868	886	1657
U of Sci and Arts of Okla*	564	564	981
U of Tulsa*	4270	4770	
Western Oklahoma St C*	431	474	889

OREGON

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Bassist C	5050	5050	
Blue Mountain CC*	540	540	2160
Central Oregon CC	540	600	882
Chemeketa CC	600	630	1740
Clackamas CC	600	600	1590
Clatsop CC	576	576	1656
Columbia Christian C	3691	4095	
Concordia C*	4600	5160	
Eugene Bible C	2265	2327	
George Fox C	5360	5770	
ITT Tech Inst	3354	3876	
Lane CC	603	630	1848
Lewis and Clark C*	7569	8023	
Linfield C	6080	6750	
Linn-Benton CC	648	648	2700
Marylhurst C for Lifelong Learning*	4725	4775	
Mount Angel Sem*	2315	2400	
Mount Hood CC	645	645	2595
Multnomah Sch of the Bible	3480	3680	
Northwest Christian C	3805	3985	
Oregon Polytechnic Inst	3373	4445	
Ore St Sys of Higher Ed			
Eastern Oregon St C*	1374	1419	
Oregon Inst of Tech*	1425	1425	2601
Oregon St U*	1410	1410	2625
Portland St U*	1422	1437	2616
Southern Oregon St C*	1422	1471	2318
U of Oregon*	1441	1441	2625
Western Oregon St C*	1391	1423	2213
Pacific Northwest C of Art	3900	4300	
Pacific U	6105	6510	
Portland CC	567	630	2745
Reed C	8290	9000	
Rogue CC*	576	612	1692
Southwestern Ore CC*	600	600	1200
Treasure Valley CC	660	680	660
Umpqua CC	693	729	2616
U of Portland	5832	6080	
Warner Pacific C*	4625	4914	
Western Baptist C	3645	4473	
Willamette U*	6410	6990	

PENNSYLVANIA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Acad of the New Church	1950	2079	
Albright C	6820	7675	
Allegheny C	7050	7815	
Allentown C of Saint Francis de Sales	4570	4990	

PENNSYLVANIA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Alliance C*	3390	3590	
Alvernia C*	3040	3040	
American Inst of Drafting	4300	4600	
Antioch U Philadelphia	3750	3900	
Antonelli Inst of Art and Photography	3700	4750	
Art Inst of Philadelphia	4805	5025	
Art Inst of Pittsburgh	4230	4725	
Baptist Bible C of Penn	3980	4230	
Beaver C	6320	6750	
Berean Inst	1300	2137	
Bloomsburg U of Penn*	1714	1714	1170
Bryn Mawr C*	9110	9820	
Bucknell U	9115	9865	
Bucks County CC	1172	1144	2240
Butler County CC	1060	1074	2400
Cabrini C	4750	4990	
California U of Penn*	1830	1830	1178
Carlow C	5740	6286	
Carnegie-Mellon U	8450	9400	
Cedar Crest C	6600	6920	
Ctr for Degree Studies	1600	1600	
Central Pennsylvania Bus Sch	2715	2855	
Chatham C	6490	6956	
Chestnut Hill C*	3900	4500	
Cheyney U of Penn*	1730	1730	1178
Clarion U of Penn*	1768	1768	1178
C Misericordia	4050	4470	
Combs C of Music*	4120	4250	
CC of Allegheny County*	926	872	1582
CC of Beaver County	1070	1130	2700
CC of Philadelphia	946	1174	2280
Curtis Inst of Music	125	125	
Delaware County CC	750	846	1632
Delaware Valley C of Sci and Agriculture	4990	5200	
Dickinson C	8240	9130	
Drexel U	5630	6083	
Duquesne U	5430	5850	
East Stroudsburg U of Penn*	1744	1744	1178
Eastern C*	5570	5890	2300
Edinboro U of Penn*	1758	1758	1178
Electronic Insts			
Middletown	4420	3030	
Pittsburgh	4320	4320	
Elizabethtown C	6085	6765	
Erie Bus Center	2930	3130	
Franklin and Marshall C	8160	9150	
Gannon U	4420	4820	
Geneva C	4680	5010	
Gettysburg C	7740	8574	
Gratz C*	605	610	
Grove City C	3060	3230	
Gwynedd-Mercy C	4250	4650	
Harcum JC*	3930	4130	
Harrisburg Area CC	768	838	1740
Haverford C*	9345	10090	
Holy Family C	3700	3900	
Hussian Sch of Art	3210	3615	
Immaculata C	3760	4200	
Indiana U of Penn*	1778	1778	1178
Johnson Tech Inst	2045	2045	
Juniata C	6600	7260	
Keystone JC	4150	4550	
King's C	4850	5270	
Kutztown U of Penn*	1708	1708	1178
La Roche C	3800	4370	
La Salle U	4990	5590	
Lackawanna JC	2730	2820	
Lafayette C	8350	9250	
Lancaster Bible C	3926	4330	
Lebanon Valley C	6050	6800	
Lehigh County CC	1040	1080	2520
Lehigh U	8750	9550	
Lincoln Tech Inst	3440	4750	
Lincoln U	1730	1930	800
Lock Haven U of Penn*	1675	1675	1178
Luzerne County CC	1058	1058	1980
Lycoming C*	6200	6800	
Lyons Tech Inst	3700	4200	
Manor JC	3480	3790	
Mansfield U of Penn*	1761	1761	1178
Marywood C	3560	3950	
McCarrie Schs of Health Sci and Tech	4200	4200	
Mercyhurst C	5150	5560	
Messiah C	4810	5260	
Millersville U of Penn*	1686	1686	1178
Montgomery County CC	944	1004	2100
Moore C of Art	6200	6500	
Moravian C	6875	7575	
Mount Aloysius JC*	4440	4700	
Muhlenberg C	7385	8185	
National Education Ctr Vale Tech Inst	5262	5262	
Neumann C*	4000	4390	
New Sch of Music	4665	5500	
Northampton County Area CC	1200	1280	2700
Northeastern Christian JC	3318	3516	
Peirce JC*	3600	4060	
Penn Tech Inst	3300	3600	
Pennco Tech	3267	3267	
Penn Inst of Tech	4175	4385	
Philadelphia C of Art	6600	6900	
Philadelphia C of Bible	3682	4133	
Philadelphia C of Performing Arts*	6120	6600	
Philadelphia C of Pharmacy and Sci*	5425	5825	
Pittsburgh Inst of Aeronautics	2174	3380	
Pittsburgh Tech Inst*	4325	5000	
Point Park C	4762	5122	
Reading Area CC	1110	1110	2220
Robert Morris C	2880	3240	
Rosemont C	5375	5945	
Saint Francis C*	4912	5325	
Saint Joseph's U	4940	5350	
Saint Vincent C	5035	5250	
Seton Hill C	5430	6265	
Shippensburg U of Penn*	1782	1782	1178
Slippery Rock U of Penn*	1786	1786	1178
Spring Garden C	4700	5100	
Susquehanna U	6395	7100	
Swarthmore C	9050	10220	
Talmudical Yeshiva of Philadelphia	2030	2160	
Temple U*	2940	3084	2294
Thiel C	5710	6156	
Thomas Jefferson U	6800	7400	
Tracey-Warner Sch	2335	3665	
Triangle Inst of Tech	3696	3696	
Erie	3738	3738	
Greensburg	3696	3752	
United Wesleyan C	3790	3935	
U of Pennsylvania	9600	10400	
U of Scranton	4280	5000	

PENNSYLVANIA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Ursinus C	6030	6625	
Valley Forge Christian C	2275	2275	
Valley Forge Military JC	4385	4705	
Villa Maria C	4875	5130	
Villanova U	5890	6520	
Washington and Jefferson C	7230	7720	
Waynesburg C	5360	5570	
West Chester U of Penn*	1696	1696	1178
Westminster C	5700	6100	
Westmoreland Co CC*	844	844	1752
Widener U	6200	6700	
Wilkes C	5300	5750	
Williamsport Area CC*	1133	1200	2209
Wilson C*	6676	7343	
York C of Penn	3112	3232	

RHODE ISLAND

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Brown U	10210	11155	
Bryant C	4525	5100	
CC of Rhode Island*	740	830	
Johnson and Wales C	4695	4980	
New England Inst of Tech	4665	4755	
Providence C	6373	7048	
Rhode Island C	1212	1234	2332
Roger Williams C*	5556	5889	
Salve Regina C	5860	6210	
U of Rhode Island	1816	1972	3572

SOUTH CAROLINA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Aiken Tech C*	510	600	200
Anderson C	3080	3410	
Beaufort Tech C*	525	585	225
Bob Jones U	2378	2522	
Central Wesleyan C	4180	4460	
Chesterfield-Marlboro Tech C*	525	660	380
Claflin C	2752	2752	
Clinton JC	1025	1050	
Coker C*	4680	5140	
C of Charleston	1470	1614	1400
Columbia Bible C*	3055	3130	
Columbia C	4800	5500	
Columbia JC of Bus	1785	1875	
Converse C	5000	5650	
Denmark Tech C	525	525	225
Erskine C	4905	5440	
Florence-Darlington Tech C*	810	810	500
Francis Marion C*	1020	1020	1020
Furman U	5372	6012	
Greenville Tech C*	555	555	397
Horry-Georgetown Tech C	525	525	525
Lander C*	1270	1270	600
Limestone C	4960	5460	
Med U of SC	3300	3300	3300
Mid'ands Tech C*	750	750	750
Morris C	2722	2882	

SOUTH CAROLINA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Newberry C	5000	5500	
Nielsen Electronics Inst	1701	1701	
North Greenville C	2950	3200	
Orangeburg-Calhoun Tech C*	495	525	300
Piedmont Tech C*	585	585	285
Presbyterian C*	4920	5588	
Rutledge C N Charleston	2352	2655	
Rutledge C Spartanburg	1908	2232	
Spartanburg Methodist C	2900	3200	
Spartanburg Tech C*	405	405	405
Sumter Area Tech C	540	540	324
Tri-County Tech C*	525	525	513
Trident Tech C*	525	525	525
Voorhees C	2742	2742	
Williamsburg Tech C*	375	375	
Winthrop C*	1272	1272	2170
Wofford C	4880	5175	
York Tech C	396	396	396

SOUTH DAKOTA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Augustana C	5795	6075	
Black Hills St C*	1203	1313	1043
CC of the North Central U Center	2930	2852	
Dakota St C	1241	1312	1043
Dakota Wesleyan U	3850	4030	
Freeman JC	3100	3480	

SOUTH DAKOTA—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Huron C	3750	3850	
Mount Marty C	4100	4375	
National C	4250	4350	
Northern St C	1156	1263	1043
Oglala Lakota C	645	750	
Presentation C	3765	3965	
Sioux Falls C	4250	4600	
South Dakota Sch of Mines and Tech	1170	1359	1238
South Dakota St U	1244	1344	1238
U of South Dakota	1244	1418	1238

TENNESSEE

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
American Baptist C of ABT Sem	1500	1500	
Belmont C	2900	3100	
Bethel C	2640	2850	
Bristol C	2430	2560	
Bryan C	3650	3950	
Carson-Newman C	3508	4000	100
Christian Brothers C	3980	4370	
Cooper Inst	2065	2290	
Cumberland C of Tenn	2900	3150	
David Lipscomb C	2982	3045	
Draughon's JC	2630	2900	

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Tuition and Fees

Continued from Preceding Page

TENNESSEE—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Draughon's JC of Bus			
Knoxville	2430	2430	
Nashville	1800	2475	
Edmondson JC	2075	2950	
Fisk U	4200	4315	
Free Will Baptist Bible C	1908	2216	
Freed-Hardeman C	2980	3190	
Hiwassee C	2124	2124	
John A. Gupton C	2395	2507	
Johnson Bible C	1750	2000	
King C	3890	3890	
Knoxville Bus C	1768	2160	
Knoxville C*	3402	3594	
Lambuth C	3770	3880	
Lane C	2555	2700	
LeMoyne-Owen C	2700	3100	
Lincoln Memorial U	2505	2745	
Martin C	2500	2875	
Maryville C	4385	4785	
McKenzie C	2544	2544	
Memphis Acad of Arts	4100	4600	
Mid-South Bible C	2594	2738	
Milligan C	4000	4296	
Morristown C	1940	2150	
O'More C of Design	3700	3900	
Rhodes C	6330	6990	
Rutledge C	2500	2790	
Southern C of Seventh-Day Adventists	4840	5220	
St Tech Inst Knoxville*	519	564	2148
Memphis*	519	564	2148
St U and CC Sys of Tenn			
Austin Peay St U*	945	1015	2148
Chattanooga St Tech CC*	510	564	2148
Cleveland State CC*	522	564	2148
Columbia State CC*	521	564	2148
Dyersburg State CC*	516	584	2148
East Tennessee St U*	874	950	2148
Jackson State CC*	522	564	2148
Memphis St U*	978	1020	2148
Middle Tennessee St U*	846	938	2148
Motlow St CC*	516	564	2148
Nashville St Tech Inst*	516	564	2148
Roane State CC*	522	536	2148
Shelby State CC*	516	564	2148
Tennessee St U*	879	882	2148
Tennessee Tech U*	876	951	2148
Volunteer State CC*	519	570	2148
Walters State CC*	522	564	2148
Tenn Inst of Electronics	3945	4215	
Tennessee Temple U	2370	2590	
Tennessee Wesleyan C	3450	3746	
Tomlinson C*	2460	2510	
Trevecca Nazarene C	3330	3615	
Tri-Cities St Tech Inst*	519	569	2148
Tusculum C	3800	4060	
Union U	2450	2890	
U of Tennessee			
Ctr for the Health Sci*	951	1045	2207
Chattanooga*	882	900	2145
Knoxville*	999	1125	2100
Martin*	948	1035	1974
U of the South	7785	8445	
Vanderbilt U*	7825	8820	

TEXAS

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Abilene Christian U	2970	3450	
Alamo CC District			
Saint Philip's C*	204	226	220
San Antonio C*	214	226	348
Alvin CC*	144	144	385
Amber U	2700	3000	
American Tech U	2128	2428	
Angelo St U*	500	780	3240
Arlington Baptist C	1515	1700	
Art Inst and Fashion Inst of Dallas	3750	5025	
Austin C	5140	5540	
Austin CC	558	558	810
Bauder Fashion C	4110	4510	
Baylor C of Dentistry	1200	1200	
Baylor U	3366	3672	
Bishop C	3000	3000	
Blinn C*	446	487	1438
Cisco JC*	430	600	400
Clarendon C	250	310	200
Concordia Lutheran C	2650	2900	
Cooke County C*	295	415	585
Dallas Baptist C	3840	3900	
Dallas Christian C	1750	1870	
Dallas Co CC Sys			
Cedar Valley C	300	300	1490
Eastfield C	300	300	1490
El Centro C	300	300	1490
Mountain View C	300	300	1490
North Lake C	300	300	1490
Richland C	300	300	1490
DeVry Inst of Tech	3500	3740	
East Texas Baptist U	2730	2829	
East Texas St U*	510	750	3240
Texarkana*	390	630	1080
El Paso County CC	316	425	1120
Hardin-Simmons U	3140	3426	
Henderson County JC*	196	312	3360
Hill JC	500	842	558
Houston Baptist U	4980	3849	
Howard Payne U	2450	2760	
Incarnate Word C	4208	4536	
Jacksonville C	1700	1860	
Lamar U*	490	730	3240
LeTourneau C	4558	4654	
Lon Morris C	2800	2900	
Lubbock Christian C	3080	3426	
McLennan CC*	240	240	432
McMurry C	3090	3240	
Midwestern St U*	500	786	3240
Miss Wade's Fashion Merchandising C	4000	4400	
Navarro C*	432	658	888
North Texas St U*	504	750	3240
Our Lady of the Lake U of San Antonio	3714	4100	
Pan American U*	300	660	3240
Panola JC*	178	320	272
Paul Quinn C	2100	2498	
Rice U	4100	4300	
Saint Edward's U	3370	3778	
Saint Mary's U of San Antonio	4260	4620	
Sam Houston St U*	460	760	3240
Schreiner C	4065	4450	
Southwest Texas St U*	462	778	3240
SW Adventist C	4740	5184	
Southwestern Christian C	2421	2577	
Southwestern U	4900	5500	

TEXAS—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Stephen F. Austin St U*	450	720	3240
Sul Ross St U*	540	700	3240
Texas A&M U Sys			
Prairie View A&M U*	518	950	3240
Tarleton St U*	480	766	3240
Texas A&M U*	480	720	3240
Texas A&M U Galveston*	335	575	3240
Texas Christian U	5010	5410	
Texas C	2385	2385	
Texas Lutheran C	3225	3600	
Texas Southern U*	472	760	3240
Texas Southmost C*	356	382	848
Texas St Tech Inst			
Amarillo	378	477	3240
Rio Grande	382	477	3240
Waco	362	534	3240
Texas Tech U*	462	700	3240
Texas Wesleyan C	3850	4000	
Texas Woman's U*	452	692	3240
Trinity U	5490	6340	
U of Dallas	4430	4850	
U of Houston			
Clear Lake*	476	745	3240
Downtown*	490	770	3240
U Park*	440	686	3240
Victoria*	384	644	3240
U of Mary Hardin-Baylor	2850	3140	
U of Saint Thomas	3280	3500	
U of South Texas			
Corpus Christi St U*	420	680	3240
Laredo St U*	285	585	3240
Texas A&I U*	480	720	3240
U of Texas			
Arlington*	500	740	3240
Austin*	420	705	3240
Dallas*	450	750	3240
El Paso*	420	686	3240
Health Sci Ctr Dallas*	240	480	3240
Health Sci Ctr Houston*	220	505	3240
Med Branch at Galveston*	288	420	3240
Permian Basin*	370	675	3240
San Antonio*	450	600	3240
Sch of Nursing Galveston*	262	540	
Tyler*	420	720	3240
Wayland Baptist U	2510	2700	
Weatherford C	200	400	2400
West Texas St U*	500	780	3240
Western Texas C*	320	420	280
Wharton County JC*	238	555	1080
Wiley C	2750	2982	

UTAH

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Brigham Young U	1400	1480	
LDS Bus C	1260	1350	
Stevens Henager C*	2820	2940	
Utah Higher Ed Sys			
C of Eastern Utah*	729	777	1248
Dixie C*	717	717	1143
Snow C	723	840	1191
Southern Utah St C*	852	852	1423
U of Utah*	1167	1167	2163
Utah St U*	1002	1071	1980
Utah Tech C Provo	747	855	1431
Salt Lake City*	786	856	1712
Weber St C*	876	876	2367
Westminster C of Salt Lake City	4160	4550	

VERMONT

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Bennington C	11770	12830	
Burlington C	4050	4350	
Castleton St C	2023	2122	2312
Champlain C	4230	4485	
C of Saint Joseph*	4330	4400	
CC of Vermont	1200	1102	528

VERMONT—Continued

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Green Mountain C	5636	5737	
Johnson St C	1979	2152	2312
Lyndon St C	1906	2205	2312
Marlboro C	8345	9005	
Saint Michael's C	6370	6874	
Sch for International Training*	6289	6289	
Southern Vermont C	3630	3630	
Sterling C	5500	5700	
Trinity C	5165	5635	
U of Vermont	2793	2948	4758
Vermont Tech C	2364	2534	2158

VIRGINIA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Averett C	3850	4225	
Bluefield C	2550	2800	
Bridgewater C	4900	5370	
Christopher Newport C	1460	1625	1000
C of William and Mary	2000	2290	3878
Richard Bland C	980	1040	1550
Eastern Mennonite C	4820	5250	
Emory and Henry C	3936	4551	
Ferrum C	4230	4750	
George Mason U	1512	1608	1512
Hampden-Sydney C	7050	7620	
Hampton U	3740	4065	
Hollins C	7190	7890	
James Madison U	2006	2190	1560
Liberty Baptist C	2800	2800	
Longwood C	2058	2018	1182
Lynchburg C	5850	6250	
Mary Baldwin C	5850	6050	
Mary Washington C	1326	1578	1660
Marymount C Virginia	5100	5700	
National Bus C	2880	3300	
Old Dominion U	1504	1678	1440
Radford U	1576	1675	750
Randolph-Macon C	6000	6500	
Randolph-Macon Woman's C	7080	7685	
Roanoke C	5650	6500	
Saint Paul's C	2945	3190	
Shenandoah C and Cons of Music	5350	6000	
Southern Sem JC	4850	5290	
U of Richmond	6750	7155	
U of Virginia	1846	2036	2850
Clinch Valley C	1200	1248	720
Va Commonwealth U	1648	1798	2290
Virginia St CC Sys			
Blue Ridge CC	690	806	2667
Central Virginia CC	686	799	2667
Dabney S. Lancaster CC	698	811	2667
Danville CC	690	799	2667
Eastern Shore CC	695	808	2667
Germanna CC	692	805	2667
J Sargeant Reynolds CC	690	811	2667
John Tyler CC	686	799	2667
Lord Fairfax CC	686	814	2667
Mountain Empire CC	686	799	2667
New River CC	709	823	2667
Northern Virginia CC	686	799	2667
Patrick Henry CC	692	805	2667
Paul D Camp CC	686	799	2267
Piedmont Virginia CC	686	799	2667
Rappahannock CC	695	808	2667
Southside Virginia CC	690	803	2667
Southwest Virginia CC	691	804	2667
Thomas Nelson CC	686	805	2667
Tidewater CC	688	799	2667
Virginia Highlands CC	686	798	3465
Virginia Western CC	608	799	2667
Wytheville CC	691	804	2667
Virginia Intermont C	3865	4200	
Virginia Military Inst	2730	3055	2450
Virginia Polytechnic Inst and St U	1812	2019	2010
Virginia St U	1455	1800	1300
Virginia Union U	3580	3754	
Virginia Wesleyan C	4750	5200	
Washington and Lee U	6615	7200	

WASHINGTON

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Bellevue CC*	581	699	2055
Big Bend CC*	581	699	2055
Central Washington U*	1017	1212	2994
Centralia C*	581	699	2055
City U	3150	3265	
Clark C*	581	699	2055
Columbia Basin CC*	581	699	2055
Cornish Inst	5260	5563	
Eastern Washington U*	1017	1212	2994
Edmonds CC*	587	699	2055
Everett CC*	581	699	2055
Evergreen St C*	1017	1212	2994
Fort Steilacoom CC*	573	699	2055
Gonzaga U	5900	6200	
Grays Harbor C*	579	699	2055
Green River CC*	581	699	2055
Griffin C*	3933	4320	
Heritage C	2400	2430	
Highline CC*	581	699	2055
Lower Columbia C*	573	699	2055
Lutheran Bible Inst of Seattle	2708	[illegible]	
Northwest C of the Assemblies of God	3404	3780	
Olympic C*	581	699	2055
Pacific Lutheran U	5950	6535	
Peninsula C*	567	675	2055
Puget Sound Christian C*	2412	2505	
Seattle CC District			
North Seattle CC*	580	690	2055
Seattle Central CC*	580	690	2055
South Seattle CC*	580	690	2055
Seattle Pacific U	5427	5907	
Seattle U	5625	6120	
Shoreline CC*	570	687	2055
Skagit Valley C*	580	696	2055
South Puget Sound CC*	580	699	2055
Saint Martin's C*	5610	6010	
Tacoma CC*	573	699	2055
U of Puget Sound	6330	6980	
U of Washington*	1302	1590	2856
Walla Walla C	5706	6150	
Walla Walla CC*	581	699	2055
Wash St CC District 17			
Spokane CC*	573	692	2055
Spokane Falls CC*	573	692	2055
Washington St U*	1308	1606	2856
Wenatchee Valley C*	581	699	2055
Western Washington U*	1017	1212	2994
Whatcom CC*	580	678	2055
Whitman C	6830	7450	
Whitworth C	6155	6640	
Yakima Valley CC*	581	699	2055

WEST VIRGINIA

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Alderson-Broaddus C	5054	5334	
Appalachian Bible C	2420	2380	
Beckley C	1032	1110	
Bethany C	6570	7185	
Bluefield St C	800	840	1460
Concord C	800	840	1460
Davis and Elkins C	5161	5436	
Fairmont St C	800	840	1460
Glenville St C	800	840	1460
Marshall U	922	980	1940
National Ed Ctr National Inst of Tech	3450	4800	
Parkersburg CC	520	552	1368
Salem C	4590	5050	
Clarksburg	4680	4690	
Shepherd C	800	840	1460
Southern W Va CC			
Logan	520	552	1368
Williamson	520	552	1368
U of Charleston	4050	4800	
West Liberty St C	800	840	1460
West Virginia Inst of Tech	800	880	1510
W Va Northern CC	520	552	1368
West Virginia St C	800	840	1460
West Virginia U	1160	1160	1980
Potomac St C	800	840	1460
West Virginia Wesleyan C	4850	5450	
Wheeling C	5120	5620	

WISCONSIN

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Alverno C*	4462	4725	
Beloit C	7442	7960	
Blackhawk Tech Inst	700	676	3375
Cardinal Stritch C	4300	4640	
Carroll C	6530	7100	
Carthage C	5517	5852	
Concordia C	4000	4400	
District One Tech Inst	680	803	3375
Edgewood C	4200	4600	
Fox Valley Tech Inst	700	653	3375
Gateway Tech Inst	582	653	3375
Lakeland C	5060	5500	
Lakeshore Tech Inst	662	717	3375
Lawrence U	7716	8325	
Madison Area Tech C	605	683	3375
Madison Bus C	2250	2340	
Marian C of Fond du Lac	4110	4610	
Marquette U	5245	5646	
Mid-State Tech Inst	700	677	3375
Milwaukee Area Tech C	609	653	3375
Milwaukee Inst of Art and Design	3300	3800	
Milwaukee Sch of Engr	5670	6080	
Moraine Park Tech Inst	670	705	3375
Mount Mary C	4240	4515	
Mount Senario C	3700	4200	
Nicolet C and Tech Inst	589	653	3375
North Central Tech Inst	650	691	3375
Northeast Wis Tech Inst	700	775	3375
Northland C	5100	5395	
Northwestern C	1625	1712	
Ripon C	7394	8200	
Southwest Wisconsin Voc Tech Inst	700	700	2679
Saint Norbert C	5270	5895	
Stratton C	3750	4320	
Viterbo C	4490	4750	
Waukesha Co Tech Inst	612	683	3375
Western Wis Tech Inst	582	683	3375
Wis Indianhead Voc Tech and Adult Ed District	700	826	3375
Wisconsin Lutheran C	4440	4440	
Wis Sch of Electronics	4035	4140	

WYOMING

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
Casper C	414	420	986
Central Wyoming C	432	432	432
Eastern Wyoming C	380	380	330
Laramie County CC	445	445	792
Northwest CC	460	460	460
Sheridan C	440	440	680
U of Wyoming	716	721	1510
Western Wyoming CC	400	400	400

PUERTO RICO

	1984-85	1985-86	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
American C	1500	1500	
Antillian C	1770	1814	
Bayamon Central U	1500	1510	
Caribbean U C	1425	1425	
Catholic U of Puerto Rico	1651	1701	
Colegio U Metropolitano	1550	1550	
Cons of Music	210	210	
Electronic Data Processing C	1665	1845	
Instituto Comercial de Puerto Rico JC	1800	1800	
Inter American U			
Metropolitan	1650	1650	
Regional C's	1650	1770	
San German	1573	1650	
Puerto Rico JC	1500	1560	
Ramirez C of Bus and Tech	2101	2100	
Tech C of Municipality of San Juan	620	620	
Turabo U	1554	1712	
U of Puerto Rico			
Cayey U C	527	527	
Humacao U C	533	533	
Mayaguez	527	527	
Med Sci*	610	660	
Rio Piedras	527	527	
U of the Sacred Heart*	1754	1754	

MAKING MONEY FOR EDUCATION

Photo: Tom Matthews

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News Summary

Articles on inside pages

WIDE WORLD

Large numbers of white students are becoming involved in anti-apartheid protests in South Africa for the first time in years. Above, a policeman whips a demonstrator at the University of the Witwatersrand. Story on Page 81.

Financial realities and an impending shortage of schoolteachers are lending new urgency to efforts to reform teacher education and the teaching profession. Story on Page 6.

New guidelines for the use of animals in research have been adopted by psychologists. Story on Page 19.

Administration officials have drafted an executive order eliminating requirements that federal contractors set goals for hiring and promoting women and minority-group members. Story on Page 55.

College programs in international education are up for renewal in Congress. Story on Page 66.

Efforts to modify academic standards for freshman athletes are continuing. Story on Page 71.

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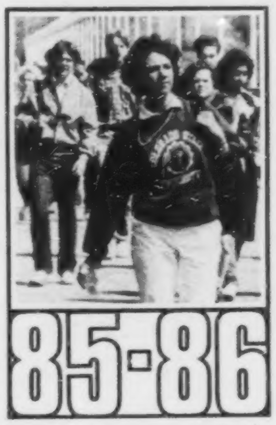
The New Academic Year: Signs of Uneasiness Amid Calm and Stability on Many Campuses

Enrollments are fairly steady, but students edgy; faculty salaries are higher, but professors troubled

By ROBERT L. JACOBSON



As the new academic year gets under way at America's 3,300 colleges and universities, more and more people are asking fundamental questions about them—what they are, where they are headed, and how they ought to get there.

Included are some perennial concerns: enrollments and revenue, the scope and quality of the curriculum, and the nature of campus relations with government and the public at large.

But the inquiry also appears to be broader and more intense than at any other time in recent memory. It is occurring, moreover, amid signs of distinct uneasiness in several quarters. Students are edgy; the professoriate is troubled; campus sports are in an uproar; and university research, though booming, is bedeviled.

A large part of the ferment, notes Kenneth W. Wheeler, provost at the New Brunswick campus of Rutgers University, is that institutions of higher education are "still re-examining some of the dramatic changes that were made in the 60's and 70's"—a time when enrollments were exploding and, it is widely acknowledged, standards were sagging.

Now comes the full swing of the pendulum.

In some respects, today's situation seems relatively calm, stable, and perhaps even a little upbeat. Enrollments, for example, are holding up fairly well, despite a long-heralded decline in the traditional college-going age group of 18 to 21. The fall headcount is expected to total 12,247,000, down from a peak of close to 12,500,000 two years ago but still quite respectable. Helping to prop up the numbers are more than five million part-timers and a comparable share of older students—two groups that often overlap.

Some analysts caution that enrollments from the over-21 population may have crested. But they warn that, even as many institutions may have to retrench over the coming decade, they must also be preparing for an eventual rebound.

Meanwhile, federal financial support for higher education seems healthier now, at roughly $17-billion, than many campus officials feared it would be. Federal aid to students, the largest slice of the pie for academe, has yet to suffer anything like the huge cuts sought by the White House—and has, in fact, hit a record of nearly $9-billion for fiscal 1985. In addition, federally guaranteed student loans from banks and other lenders have provided about $8-billion a year for the past two years.

If the cheering over those figures is not always audible, that is because of widespread anxiety that President Reagan's tax-reform package and the mushrooming federal debt—as well as some efforts to control it—may yet cost the campuses dearly. (See story on Page 55.)

Private gifts to higher education, however, have reached an all-time yearly high—an estimated $5.6-billion—and in many instances solid gains in state funds are compensating for other gaps in campus income. State appropriations for academe climbed an average of 16 per cent in the most recent biennium, a growth rate that could go even higher this year, based on data so far from about 30 states.

Even faculty salaries, after a long slide in purchasing power, have outpaced inflation for four years in a row. The latest raises for faculty members averaged 6.6 per cent in a year, compared with a 4.1-per-cent rise in the cost of living, while pay hikes for campus administrators scored nearly comparable gains.

Although none of those developments constitutes a dramatic shift in the status of higher education for 1985-86, many close observers expect far-reaching changes to evolve.

On campus after campus, people are rethinking the structure and mission of their institutions. Everything from the makeup of the student body to the content and purpose of the curriculum is under review. And the perspective is decidedly long-term, as both faculty members and administrators, with perhaps equal measures of hope and concern, struggle to get a handle on the options before them.

Externally, officials see many new forces at work—new demands for public accountability, new pressures for educational excellence, new competition for students and dollars, and new opportunities for partnerships with government and industry.

Inside the institutions, the issue topping most lists comes under a single word: "quality." When people use it, they usually have several goals in mind—improving the breadth and depth of undergraduate education, restoring the liberal arts to a more central place in the curriculum, raising entrance requirements as well as standards for promotion and graduation, and, amid fresh concern, finding a way to do all of those things without closing the door to capable but underprepared students, including members of minority groups.

Indeed, some academic leaders are stressing that

Continued on Following Page

IN THIS SPECIAL ISSUE:

- **22 leading scholars report on trends in research in their fields: Page 12**
- **30 student leaders discuss the big issues they face this year: Page 33**
- **32 academics offer advice to people considering a campus career: Page 42**
- **36 officials outline changes they'd like to see in government education policy: Page 56**
- **22 sports figures tell what reforms they think are needed: Page 75**
- **19 correspondents report on higher education around the world: Page 82**

85-86

The New Academic Year: Signs of Uneasiness Amid Calm and Stability on Many Campuses

WHERE THIS FALL'S 12,247,000 STUDENTS WILL ENROLL:

7,437,000 will attend 2,025 universities and 4-year colleges

4,810,000 will attend 1,306 two-year colleges

■

9,591,000 will attend 1,501 public colleges and universities

2,656,000 will attend 1,830 private colleges and universities

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

THE AVERAGE TUITION AND FEES STUDENTS FACE THIS YEAR:

At public 4-year institutions: $1,242 (Up 9% over 1984-85)

At public 2-year institutions: $659 (Up 7%)

At private 4-year institutions: $5,418 (Up 8%)

At private 2-year institutions: $3,719 (Up 8%)

SOURCE: THE COLLEGE BOARD

1,345,900 DEGREES WILL BE AWARDED IN 1985-86, INCLUDING:

945,000 bachelor's degrees (50.3% to women; 49.7% to men)

294,000 master's degrees (52.7% to women; 47.3% to men)

33,400 doctor's degrees (63.2% to men; 36.8% to women)

73,500 first-professional degrees (68.3% to men; 31.7% to women)

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Continued from Preceding Page

steps to increase people's access to college must accompany efforts to improve quality. Pointing to reports that college attendance and completion rates for blacks and other minorities are declining—along with minority representation in graduate and professional schools—those leaders are raising a red flag over newly popular plans in the states to use standardized tests not only for college admission but also for advancement into the junior year and beyond.

The issue acquires added relevance in the context of broader uncertainties over enrollments.

A few months ago applications reportedly rose at many institutions, but what went up, according to most analysts, was the average number of applications per student, not the number of students themselves.

Even more sobering are projections that the number of 18-year-olds in the population as a whole, already in decline for the past six years, will keep dropping until about 1992, when it will be about 25 per cent below the last peak. If the increase in older students ends, as well, overall enrollment losses could average at least 1 per cent a year well into the 1990's.

In those circumstances, the large public universities and selective private institutions would probably continue to hold their own, while some of the four-year state colleges, community colleges, and non-selective private colleges might get hurt.

It's all rather iffy, though. Gary H. Quehl, president of the Council of Independent Colleges, says the smaller private institutions have been counted out before, only to come "bouncing back." Still, many campus officials are inclined to agree with Samuel C. Carrier, provost at Oberlin College, that the latest trends will be fairly inconsequential for the top institutions—and harder on the rest. "The strong are getting stronger," he says.

WHAT ELSE can higher education expect in 1985-86? From interviews with dozens of academic leaders and government officials comes a broad range of analysis and speculation:

► Student unrest may quickly reach its greatest intensity in years, focusing on the problems in South Africa and the demand that colleges and universities stop investing in companies that do business there.

Some academic leaders say the potential for widespread student demonstrations against apartheid is the No. 1 issue of the day. Martin Trow, director of the Center for the Study of Higher Education at the University of California at Berkeley, predicts a "very strenuous effort" to revive the activism of the 60's and 70's. A national day of protest is scheduled for October 11.

Meanwhile, a new kind of student activism involving community service has become increasingly popular at many institutions, along with a rebirth of interest in fraternities and sororities, as well as in student government. (See story on Page 29.)

► The curriculum will be in flux. Career-conscious students will continue to demand solid professional preparation, particularly in such fields as business, engineering, and computer science. But some observers suspect that that trend has peaked. The arts and humanities will stage a comeback, they say, and something else may have to give way. One possible casualty: the four-year baccalaureate. Five-year sequences have already started to take hold in such disparate fields as architecture, teacher education, and the health sciences.

► The expanding role of corporations in education and training will put more pressure on traditional colleges and universities. Some analysts see a narrowing mission for colleges, but others see a chance for them to broaden their own programs by collaborating with businesses.

► Faculty dissatisfaction with the professional environment is deepening. New full-time positions and tenure-track appointments remain elusive, and even professors with years of tenure will have to put up with less job security than they have been accustomed to. At the same time, the recent salary gains typically have not been large enough to overcome past losses to inflation. Moreover, widening differentials in pay based on the popularity of some fields over others are eroding academic morale, while higher education's ability to compete with private industry for top new talent is being diminished.

Fringe benefits for most college and university employees also are in some jeopardy because of proposed changes in federal tax law, while early-retirement plans—openly aimed at getting highly paid, veteran professors off the payroll as soon as possible—are increasingly popular. (See story on Page 41.)

► Research, however, is going well—a bright spot on the academic landscape. Excitement springs from many sources, including major breakthroughs in brain research, computer science, and genetic engineering. Across the disciplines lies a new enthusiasm for cooperative inquiry, amid fresh moves toward greater realism and practicality.

Particularly in the sciences, spirits are soaring, says Rochus E. Vogt, vice-president and provost at the California Institute of Technology. In biology and chemistry, for example, he looks ahead 20 years and pronounces the view "intoxicating."

Research does have its trouble spots, though, such as a billowing controversy over university participation in the President's "Star Wars" program and charges that laboratory animals are being treated inhumanely. Researchers also say they must scramble for funds to repair and update outmoded facilities. And they have been inflamed by Administration policies that they say unnecessarily restrict the flow of information within and beyond academe.

On balance, though, academic scholarship and research can be expected to flourish once again in 1985-86. (See story on Page 11.)

► The campaign to restore "integrity" to intercollegiate athletics, after a stream of public embarrassments, will face a stern test. Sweeping new rules by the National Collegiate Athletic Association, including controversial academic standards for freshman athletes, are scheduled to be put into effect, but some observers say they are doubtful that the pending reforms can overcome the negative influence of "commercialization" on big-time campus sports. (See story on Page 71.)

► In response to enrollment pressures, campus officials will turn increasingly to the techniques of "strategic planning," stressing their institutions' particular strengths and marketing appeal. For Philip T. Crotty, vice-president for academic operations at Northeastern University, the most important administrative task this academic year will be "planning for *beyond* this academic year."

Private colleges and universities especially will have to be more mindful of competing institutions. Worried that their tuition and fees may be getting too high, they will have to become more selective in the academic programs they offer, more creative in packaging student aid, and more responsive to local and regional trends in the job market, officials say.

► Overshadowing all of those issues, however, is the insistent call for greater academic quality—a development that has seized the spotlight not only in the United States but in many foreign countries, as well. Although the context is different, the stakes are clearly no lower for the impoverished nations of the third world than they are for, say, Japan and Western Europe. (See story on Page 81.)

In the United States, the quality movement is largely an outgrowth of the drive for better elementary and secondary schools that started several years ago. Now it is higher education's turn to face "the accountability forces," says Robert O. Berdahl, director of the Institute for Research in Higher and Adult Education at the University of Maryland.

Indeed, if "quality" and "access" are today's main catchwords, tomorrow's could well be "assessment" and "testing." Reliance on tests as a means of gauging quality is already widespread in teacher education, and lately the major teacher unions have joined other reformers in advocating the use of state or nationally recognized licensing examinations for new teachers.

Across the board, meanwhile, state officials and the public are demanding evidence that colleges and universities are worth what they cost.

Total spending on higher education is more than $100-billion, with roughly a third of the revenue coming from state coffers. For students living on campuses, the average cost—including tuition, room and board, books, and other essential expenses—tops $5,300 at public four-year institutions and $9,600 at private institutions, and the charges are rising much faster than the rate of inflation. Against that background, questions about quality assume greater significance.

ACCORDING TO A RECENT REPORT by a commission of the Southern Regional Education Board, higher education's main challenge is to correct the "unacceptably low" caliber of its programs without denying disadvantaged students access to good institutions. The commission wants stiffer state-imposed standards, more tests, and more remedial education before weak students are allowed to begin college-level work.

It's about time that high-school students and their parents were put on notice that higher education is "serious" business, says Kenneth H. Ashworth, commissioner of higher education in Texas. For too long, he says, the message has been more on the order of, "You can play while you're in high school and make up for it when you get to college."

Many campus leaders agree—and not just because of public displeasure. Many faculty members say they are tired of having to teach basic skills instead of their specialties at a level considered appropriate for higher education.

Further signs of the states' expanding interest in improving undergraduate education may come next January, when a study group of the Education Commission of the States is scheduled to make an interim report aimed at legislative initiatives. Indeed, some of the campus reviews already under way were prompted by official action or concern in the state capitals.

But some officials question whether the states, rather than the campuses, should be making the basic judgments on quality. "It's a little dangerous if we let the technocrats start defining the terms," says Mr. Berdahl of Maryland. It isn't easy, he adds, to provide the "quantitative proof of qualitative outcomes" that many public officials are seeking.

For other college officials, such as Piedad F. Robertson, vice-president for education at Miami-Dade Community College, the greatest need is to provide more help to the disadvantaged. Growing numbers of black and Hispanic students are "falling behind, failing, and dropping out," she says, "and we can't afford that."

A related trend is an apparent decrease in the proportion of community-college students who are transferring to four-year institutions and going on to receive a bachelor's degree.

In the past year, the movement to reform higher education has been reinforced by several national reports, in addition to the one issued by the Southern Regional Education Board. Among the earlier documents, two were produced under federal auspices and one came from the Association of American Colleges.

All have been controversial, but perhaps none more than the A.A.C.'s, which accused faculty members of "creating and nurturing" a widespread decline in bachelor's-degree programs through narrow specialization and general neglect.

The charge offended many academics, particularly in the research institutions. The president of one private university called the report "crazy." Others said it was off target and ill timed, coming as it did only a few days after the Reagan budget for fiscal 1986 hit Congress with proposals for huge cuts in student aid.

"I can't imagine doing anything worse in the interests of higher education than to publish a report like that" right after the budget's release, said Robert H. Atwell, president of the American Council on Education. He warned that the Reagan Administration wanted to "pull the federal government out of higher education altogether."

Indeed, aside from quality, no single issue so dominates the thoughts of academic leaders these days than the Administration's obvious hostility to financing their programs. The Secretary of Education, William J. Bennett, set the tone soon after his appointment last winter by declaring that many college students were being "ripped off" by their institutions. He also suggested that many students could survive with a lot less federal aid than they had been receiving.

Such rhetoric, and the budgetary policies accompanying them, created unprecedented strains between higher education and the federal government. Relations have so deteriorated that the prestigious Carnegie Foundation for the Advancement of Teaching was moved recently to declare that the very "future of the nation" was being threatened.

Intense lobbying by higher education's representatives before a more sympathetic Congress has helped preserve—and even augment—some of the colleges' favorite federal programs. But the fear in academe is that the Administration may yet achieve some massive retrenchments. Another deep concern is that college attendance patterns are being reshaped primarily along economic lines—with the rich attending private institutions and nearly everyone else going to public institutions.

Meanwhile, like many other segments of the economy, academe trembles to think that over the long run the federal deficit could severely undercut the government's best efforts to support it.

To Clark Kerr, president emeritus of the University of California, the so-called federal era in higher education is over. The ball is in the states' court now, he says, and will stay there for years to come.

Other observers question whether the states, in the face of competing social needs, will be able to compensate for massive federal cutbacks.

Some clues to the long-range federal outlook may appear in the coming weeks and months as Congress takes up the outstanding appropriations bills for fiscal 1986 and continues hearings on proposals to revamp the government's principal legislative package for higher education.

From academe will come a new series of reports, including two comprehensive studies of the American professoriate and one that explores the college experience from the student's point of view.

But in a broader sense, a forthcoming report by Frank Newman, president of the Education Commission of the States—it's to be made public this month by the Carnegie Foundation—may have the most to say about higher education's prospects at a time of great international competition and technological change.

Mr. Newman says the report will argue that, for the nation's sake, colleges and universities must help students become more creative and entrepreneurial, more inclined toward "risk taking," and less constrained by self-interest. ■

THE BIGGEST CHALLENGES 258 COLLEGE PRESIDENTS FORESEE THIS YEAR:

Finances (38%)
Enrollment and retention (27%)
Academic quality (14%)
Facilities (5%)
Campus morale (4%)
Faculty problems (4%)
Governance (4%)
Planning (4%)

SOURCE: CHRONICLE SURVEY

258 PRESIDENTS RATE THE POLITICAL CLIMATE FOR EDUCATION TODAY:

At the federal level:

Excellent: 1%
Good: 7%
Fair: 52%
Poor: 38%

At the state level:

Excellent: 5%
Good: 41%
Fair: 40%
Poor: 13%

At the local level:

Excellent: 16%
Good: 44%
Fair: 26%
Poor: 9%

SOURCE: CHRONICLE SURVEY;
"DON'T KNOW" RESPONSES NOT INCLUDED

HOW IMPORTANT IS A COLLEGE EDUCATION? THE PUBLIC RESPONDS:

	1978	1985
Very important	36%	64%
Fairly important	46%	27%
Not too important	16%	7%
Don't know	2%	2%

SOURCE: GALLUP SURVEY CONDUCTED FOR PHI DELTA KAPPA

A Potpourri of Scholarly Concerns

Voyages Earthly and Celestial: from Columbus to the Comet

After more than 40 years of tracking down manuscripts all over Europe and reconstructing centuries-old texts, scholars at the Franciscan Institute of St. Bonaventure University are about to complete a 17-volume critical edition—in Latin—of the works of William of Ockham.

The monumental project will be nearly finished in time for the seventh centenary of the philosopher's birth in 1285, which the university will mark next month with an international colloquium of medieval scholars.

William of Ockham was an English Franciscan and scholastic philosopher whose works represented a break with prevailing medieval philosophical schools, especially the Aristotelian realism of St. Thomas Aquinas. In the area of logic, he is known for the principle called "Ockham's razor," which called for economy in philosophical argument: "What can be done with fewer [assumptions] is done in vain with more." Ockham's writings were considered heretical by the papal court at Avignon.

Among the speakers at the conference will be Umberto Eco, the noted University of Bologna semiotician whose best-selling novel, *The Name of the Rose*, featured as its main character a medieval Franciscan monk.

■

DARWIN; AMERICAN PHILOSOPHICAL SOCIETY

The 150th anniversary this fall of Charles Darwin's visit to the Galápagos Islands—the high point of his famous voyage on the *Beagle* and the place where he gathered important evidence for his theory of natural selection—will mark the start of a journey of another kind: a traveling exhibition of rare photographs of the man who changed humankind's understanding of its origins.

The collection of 33 photographs, some of them previously unpublished, and a handful of caricatures was put together by Gene Kritsky, associate professor of biology at the College of Mount Saint Joseph, who spent 11 years collecting the portraits from private holdings in Europe and America.

The pictures show Darwin at various times from 1816, when he was 7, to 1881, when he was 73. In Mr. Kritsky's opinion, they offer a rare glimpse of the personal side of a great scientist.

The collection includes the two halves of a recently discovered stereograph of Darwin taken in 1864.

The exhibition will begin a tour of museums in Ohio this month, thanks to a grant from the Ohio Humanities Council, and will then begin to travel to other places around the country.

■

Giuseppe Verdi composed 28 operas, including *Ernani: "Dramma Lirico" in Four Acts* (1844), whose libretto was written by Francesco Maria Piave.

This fall *Ernani* will become the second work published by the University of Chicago Press and G. Ricordi of Milan in their complete edition of Verdi's compositions.

One volume will contain the score of *Ernani*, which was edited by Claudio Gallico, professor of music history and director of the musicological institute at the University of Parma. Another volume will contain Philip Gossett's English translation of Mr. Gallico's commentary on the opera. Mr. Gossett is professor of music at the University of Chicago.

■

Edward Sapir, who lived from 1884 to 1939, was an American anthropologist and linguist born in Pomerania. He helped to develop ethnolinguistics and structural linguistics, and was noted for his study and classification of North American Indian languages.

Next year *General Linguistics*, the first volume of a projected 16-volume edition of Sapir's collected works, will be published by Mouton Publishers. The last volume, an index, should be in print by the end of 1989.

The general editor of the project is William O. Bright, professor of linguistics at the University of California at Los Angeles.

■

Project '87, a 10-year program sponsored by the American Historical Association and the American Political Science Association to promote the study of the Constitution, will be developing a television-assisted course for college and university students this year.

The two scholarly associations began Project '87 in 1977, with the intention of using the 200th anniversary of the drafting of the Constitution as the occasion for a nationwide re-examination of constitutional questions.

So far the project has sponsored research grants and scholarly conferences, drafted curriculum materials for secondary-school courses, held week-long seminars for college faculty members, and published a quarterly magazine, *This Constitution*, for a popular audience. The college-level course, developed with the International University Consortium and the Maryland Center for Public Broadcasting, will be modeled on those offered by Britain's Open University.

■

The first English translation of what some consider the major work by Jacques Derrida is scheduled for publication next year by the University of Nebraska Press.

Mr. Derrida, the French philosopher who is a leading theorist of deconstructionist criticism, wrote *Glas* (1974) in an unusual way. The left column of each page is about the German philosopher Georg Hegel; the right column is about the French playwright Jean Genet. The book is thus a study on "intertextuality," analyzing the relations between Hegel and Genet in particular, and between philosophy and literature in general.

John P. Leavey, Jr., of the University of Florida and Richard A. Rand of the University of Alabama will translate the Nebraska edition. Both men are associate professors of English.

They, along with Gregory L. Ulmer, professor of English at Florida, have written essays on *Glas* that will constitute the major portion of *Glassary*, also to be published by the Nebraska press. Mr. Derrida has written a foreword to the book.

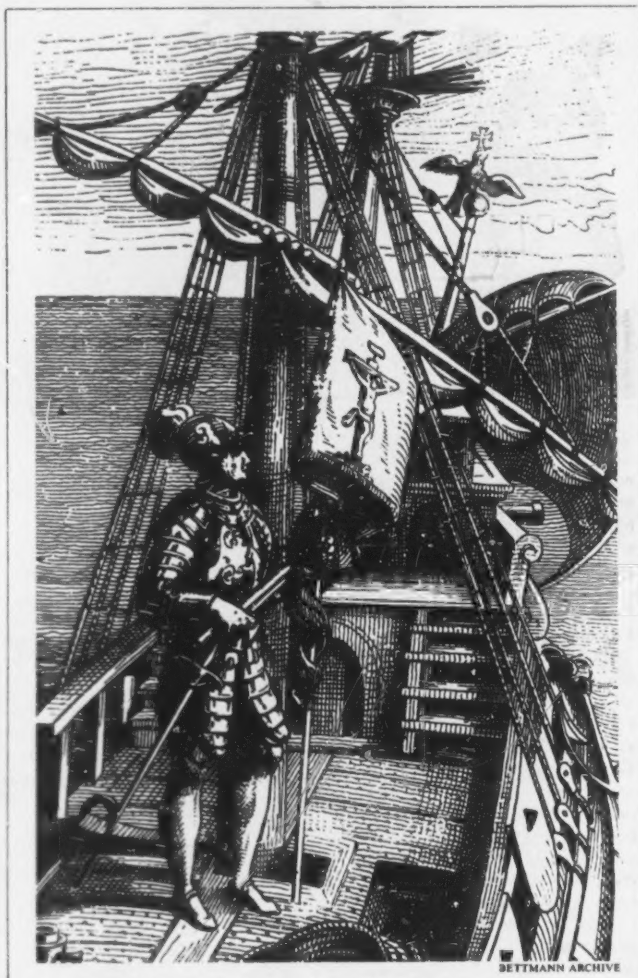
■

This year is the 200th anniversary of the birth of Thomas De Quincey, the English writer, and in December the University of Oklahoma Press plans to mark it with *Thomas De Quincey: Bicentenary Studies*, a collection of essays by a variety of scholars. The book's editor is Robert Lance Snyder, associate professor of English at Seattle Pacific University.

De Quincey, who died in 1859, is probably best known for his autobiographical *Confessions of an English Opium-Eater* (1821). Also well regarded are his essays on such contemporaries as the Romantic poets Samuel Taylor Coleridge and William Wordsworth.

THOMAS DE QUINCEY

BETTMANN ARCHIVE



BETTMANN ARCHIVE

The quinquecentennial of Christopher Columbus's voyages of discovery will come in 1992, and the United States, Spain, and Italy are already beginning to plan scholarly and popular celebrations to mark it.

Last year Congress authorized the establishment of the Christopher Columbus Quinquecentennial Jubilee Commission to coordinate U.S. efforts. The commission, which expects to begin work this fall, includes the Archivist of the United States, the Librarian of Congress, the Secretaries of State and Commerce, the chairmen of the National Endowment for the Arts and the National Endowment for the Humanities, 24 other members appointed by the President, and representatives of Spain and Italy.

Some of the commission's projects will focus on supporting scholarly research, while others will involve more popular celebrations. Congress called on the commission to sponsor books and pamphlets "on the history, culture, and political thought of the lands Christopher Columbus traveled from and to during the voyages of discovery."

Congress said those efforts should "examine the historical role of the government and people of Spain, in order to promote a greater public awareness, understanding, and appreciation of the contributions made by Spain with respect to these voyages."

Edmund Halley, the 17th-century British astronomer who is best known for the comet that bears his name, would have been surprised, if not shocked, to observe all the fuss that scientists and historians of science are making over the return of his celestial object this year.

Halley, who died in 1742, never knew whether the comet, which he saw in 1682 and predicted would return in 1758, actually did reappear in the earth's night sky.

After the major contributions he made to actuarial science, deep-sea diving technology, physical oceanography, and geomagnetism, he would hardly have guessed that his best-remembered accomplishment would have been the predicted return of a comet that was named in his honor 16 years after his death.

"He would have been utterly flabbergasted by all the attention," says Mark Littman, a science communicator at the Space Telescope Science Institute at Johns Hopkins University, who wrote a recently published book on Halley's comet.

"He would have undoubtedly thought it one of the ironies of his life that this one excursion has become the scientific accomplishment with which everyone associates his name."

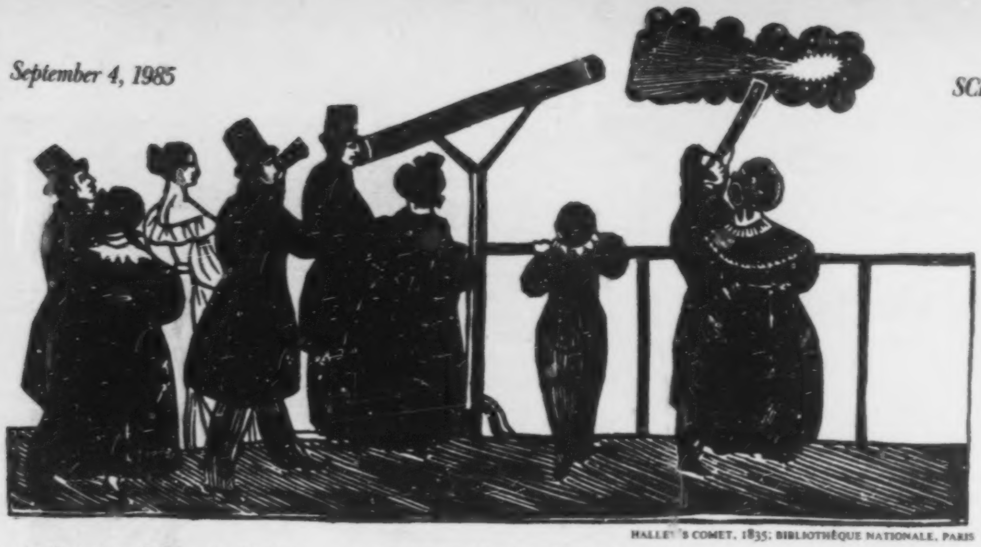
By even the most conservative estimates, the climax in February of the comet's 76-year trip around the sun will be followed by more scientists and curious observers than any other in history. The comet will be visible to the unaided eye from December to April.

Researchers using ground-based telescopes have already begun collecting information about the four-mile-wide frozen chunk of ice and dust. Scientists expect to garner substantially more when four space probes launched this summer fly by the comet early next spring.

But stimulating scientific studies of comets won't be the only effect Halley's return will have on scholars.

Widespread popular interest in the event has also prompted historians of science and biographers to re-examine the life of the man for whom the comet is named and his importance to science.

In addition to his own scientific accomplishments, many historians


HALLEY'S COMET, 1835; BIBLIOTHÈQUE NATIONALE, PARIS

note that one of Edmund Halley's most important contributions to science was that he successfully prodded Sir Isaac Newton to publish in 1687 the *Principia*, which put forth the law of universal gravitation. Newton later used the ideas in the book to explain the orbits of the satellites around Jupiter and the orbits of the planets around the sun.

"Newton was very much in Halley's debt, because Halley published, at his own expense, Newton's *Principia*, which established Newton as a scientific genius," says Norman Thrower, a professor of geography at the University of California at Los Angeles, who has studied and written about Halley's life.

Likewise, Halley obtained from Newton the information that enabled him to predict the return of the comet, Mr. Thrower says. But Halley never received the scientific recognition and attention that Newton received after the publication of his *Principia*.

This year and next, Edmund Halley may get his just reward.

■

KARL MENNINGER'S CAREER as one of this country's most eminent psychoanalysts began when he returned home to Topeka, Kan., in 1919 and entered practice with his father. A comprehensive collection of his letters, starting with those written in 1919, is now being prepared by Howard Faulkner and Virginia D. Pruitt, who are English professors at Washburn University of Topeka.

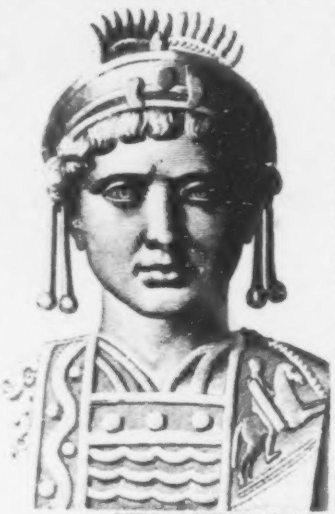
Yale University Press will publish, probably in late 1986, the first volume of the correspondence, dating from 1919 to 1945. The book will include extended exchanges with several of Dr. Menninger's mentors, including E. E. Southard and Franz Alexander, and letters to such key figures in psychiatry as Anna Freud and Karen Horney. At least one more volume of letters, and possibly two, are planned.

Now 92, Dr. Menninger (*below*), the founder of the Menninger Clinic and the Menninger Foundation in Topeka, is a distinguished professor at Washburn University.

KARL MENNINGER; BETTMANN ARCHIVE

A COMPILATION of legal materials that is one of the most important in the world is scheduled for publication in four volumes this November by the University of Pennsylvania Press.

The Digest of Justinian was originally edited by 16 people who were appointed by Justinian I (483-565), ruler of the Byzantine Empire. It is a streamlined version of works by Roman jurists of the period from the first century to the early third century A.D.


JUSTINIAN I; BETTMANN ARCHIVE

The compilation was central to legal education in the West for centuries. It is considered the most significant part of the emperor's *Corpus Juris Civilis*, which also includes the *Code*, a students' textbook, and new statutes of Justinian.

A team of scholars did the English translation of the *Digest* under the general editorship of Alan Watson, professor of law at the University of Pennsylvania. The Latin text—on pages facing the English translation—was edited in 1878 by Theodor Mommsen and Paul Krueger.

■

NIELS BOHR was born 100 years ago next month. To honor the centenary, the American Academy of Arts and Sciences will hold a symposium in Cambridge, Mass., November 12-14.

The Danish physicist, who died in 1962, made significant contributions to the understanding of atomic structure and quantum mechanics. He won the Nobel Prize in 1922.

Hans Bethe and four other physicists who have since won the Nobel Prize are expected to participate in the symposium, which is being organized by Herman Feshbach, president of the academy.

The Harvard University Press will also take note of the anniversary. This fall it will publish *Niels Bohr: A Centenary Volume*, edited by A. P. French, professor of physics at Massachusetts Institute of Technology, and P. J. Kennedy, senior lecturer in physics at the University of Edinburgh.

The book will include essays and reminiscences about Bohr, selections from his personal papers and scientific writings, and more than 100 illustrations.

■

RESEARCH ON THE CAMPUSES:
A $9.6-BILLION ENTERPRISE

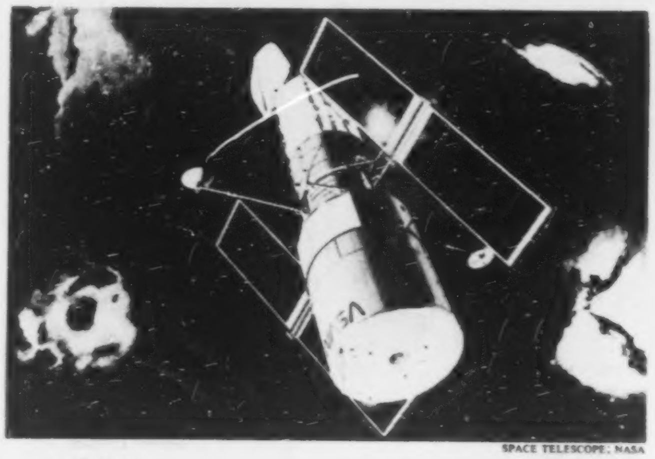
Of the total:

- **64% comes from the federal government**
- **24% comes from the universities themselves**
- **7% comes from other non-profit institutions**
- **5% comes from industry**

■

- **68% is spent on basic research**
- **32% is spent on applied research and development**

SOURCE: NATIONAL SCIENCE FOUNDATION ESTIMATES


SPACE TELESCOPE; NASA

IF HALLEY'S COMET promises to give astronomers their first close look at the solar system's earliest remnants, the Edwin T. Hubble Space Telescope will provide them with their first permanent, unobstructed view of the universe.

The space telescope, a $750-million instrument financed by the National Aeronautics and Space Administration, is expected to be launched sometime next August from the space shuttle and placed into orbit some 300 miles above the earth's surface.

If all goes as planned, the 43-foot-long, 24,000-pound telescope will give astronomers their first crisp and continuous view of the heavens far above the earth's light-distorting atmosphere.

The telescope will be able to detect objects 50 times as faint as those that the best earth-based telescopes can magnify, and will produce images of objects—some of which may be 14 billion light-years away—that are 10 times as sharp.

Information that is gathered by the six instruments on board the telescope will be transmitted to the Space Telescope Science Institute, a facility that is located on the Johns Hopkins University campus and operated for NASA by the Association of Universities for Research in Astronomy.

While the telescope will be reserved in the first few months for the scientists who designed and constructed its instruments, other researchers can apply for viewing time, which will be opened to them in increasing amounts six months to a year after the telescope has been in operation. Applications to use the instrument during the first year will be made available sometime this fall and will be due next winter, said Brad Whitmore, acting director of the institute's general observers support branch.

The institute expects to receive about 1,000 proposals a year to study such phenomena as changes in the atmospheres of Jupiter and Saturn or planets orbiting nearby stars, he said.

It will accept an average of about 200 proposals each year, he said, based on such factors as scientific merit, importance, and feasibility.

■

RESEARCHERS interested in the water-related and ecological problems of the Ohio River Basin—a 204,000-square-mile area flanking the Ohio River and including portions of Illinois, Indiana, Kentucky, Pennsylvania, Ohio, West Virginia, and eight other states—will gather in Cincinnati in November for the first scholarly conference sponsored by the Ohio River Basin Consortium for Research and Education.

The consortium, which opened for business in July, consists thus far of 18 universities, most of them in Kentucky, Indiana, and Ohio, and six corporations that will engage in and promote cooperative research concerning the environment, and especially the water, of the basin.

The conference, scheduled for November 18-19, will feature symposia on ground water, on the effect of coal mining on streams and wetlands, and on the problem of acid rain.

BUST OF THOMAS JEFFERSON; UNIVERSITY OF VIRGINIA

TO MARK the bicentennial of the Virginia Statute for Religious Freedom, the University of Virginia has invited historians, legal scholars, philosophers, political scientists, and theologians to explore the historical and philosophical implications of the document at a symposium on its campus this month.

The Virginia statute, drafted by Thomas Jefferson and passed on January 16, 1786, was the first law against religious persecution in Western history and established the principle of the separation of church and state. It became the basis for the guarantee of religious freedom in the First Amendment to the U.S. Constitution.

Speakers at the conference will include Walter F. Berns, a legal scholar at the American Enterprise Institute; Martin E. Marty, a theologian at the University of Chicago; and Richard Rorty, a philosopher at the University of Virginia.

Note Book

Not all roommates can easily become the best of friends; many have to work at it. Yet the quality of students' relationships with their roommates greatly influences their college experience. To ease the process, several "how-to" books aimed at improving the situation have hit the market.

"What many people don't realize is that talking freely, sharing ideas and opinions, and negotiating ways of handling situations don't REQUIRE that people like each other," says the introduction to the *Roommate Negotiation Workbook*, published by Hood College.

The book divides roommating skills into four main parts—"Deciding What to Negotiate," "Understanding Each Other," "Generating Solutions," and "Writing Contracts," and it comes complete with charts and rules.

Roommates are first asked to rank how much they care about each item on a list of 17, ranging from "Visitors" to "Sleeping with windows open/closed." The last required exercise is signing an agreed-upon contract.

The author, Barbara E. Engram, director of the Health Resources Center, says the workbook is meant to give roommates the sense that they can take an active role in their relationship "without being abusive."

Freshmen will be given the book at orientation; others will be able to purchase a copy in the campus bookstore for $1.25.

Ms. Engram said her hopes for the book go beyond the college market. Several law firms have shown an interest in using it for custody disputes in divorce cases. For information and ordering, call (301) 663-3131.

•

If the success of the *Roommate Starter Kit* is any indication of how well Ms. Engram's book will sell, she had better start the presses rolling now. Jes Sellers, director of counseling and mental health at Case Western Reserve University and one of the kit's three authors, says he sells about 30,000 copies of his book yearly to colleges and universities in the United States, Canada, and the Virgin Islands.

Designed to enhance roommate understanding by encouraging the pair to talk personally about themselves, the book is particularly effective in helping students discuss more openly the issues related to their personalities, studies, and college in general, surveys show.

The kit is broken into four components of discussion—family background, habits, emotional style, and important differences and similarities between the roommates, as well as possible compromises.

Mr. Sellers said the kit, which sells for $1 a piece, or 27¢ a copy in orders of more than 500, had been developed at Pennsylvania State University as a "humble project." Orders may be placed by writing to Roommate Starter Kit, P.O. Box 973, State College, Pa. 16801.

Students

Students Seen Re-Emerging as a Political Force; Many Wonder How Long They Can Afford College

Anti-apartheid demonstrations expected to spread; national protest day set for October 11

By THOMAS J. MEYER

A YEAR OF RETRENCHMENT, or a year of renaissance—for students, 1985-86 could be either. Or neither.

In the wake of President Reagan's proposed cuts in financial aid, many students say they are wondering how long they can stay in college. Yet despite those threats—or maybe because of them—college students, after a decade of relative quiescence, are re-emerging as a political force.

Although Congress has turned down most of the President's requests for large slashes in federal grants and loans, Administration officials have pledged to fight hard to curtail the financing in coming years.

Fearing those cuts, many students—and those who represent them—have begun to place high priority on working to preserve state and federal financing for education.

"Certainly, you've got a lot of students wondering how they're going to get through the next month, let alone the next year or the rest of college," says Neil Chase, editor of the *Michigan Daily*, student newspaper at the University of Michigan.

That pressing concern has caused many student leaders to divert energy from concerns on their own campuses. But a recent rash of political protest suggests that activism is being born again among American students. The wave of activism that swept colleges and universities in the spring may well be repeated this fall.

Building on that base, for instance, organizers have already set the course for campus protests opposing their colleges' investments in companies dealing with South Africa. Student groups have named October 11 "National Anti-Apartheid Protest Day."

"We've started to hear about issues more than in the past," says Susan J. Trabucchi, president of the student-government association at Mount Holyoke College. "A few years ago, people were all sort of locked up in the library. Now we're starting to hear a student voice."

Indeed, the new student unrest, which led some to herald a "return to the 60's," has been part of a series of twists and turns by a student population that resists the epithets of its critics. On many campuses, student leaders say, the renewed activism bolstered the students' sense that they can have an impact on their colleges.

Others, however, note that even after the extensive protests, few institutions responded by selling their South Africa–related stock. That, these student leaders

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Students at Liberal-Arts Colleges Differ from Those at Other Institutions in Their Outlook on Education

By ELIZABETH GREENE

Students at liberal-arts colleges differ sharply from those at other colleges and universities in their views of educational priorities, and they experience markedly different campus lives and interactions with faculty members, according to data from a survey of 5,000 undergraduates by the Carnegie Foundation for the Advancement of Teaching.

The liberal-arts students have a stronger sense of campus community and feel less like "numbers in books" than others, and they are more satisfied with their professors and receive more personalized education, the survey found.

The foundation grouped the nation's colleges and universities into four categories—research institutions focusing on science and technology; doctorate-granting institutions conducting less research; comprehensive institutions emphasizing business and specialty degrees; and liberal-arts institutions, the smallest colleges, offering no specialty degrees. The survey did not include two-year institutions.

The random coast-to-coast survey, which was conducted in the spring of 1984, found that more than 85 per cent of liberal-arts students felt their colleges had a clear sense of educational mission, while fewer than three-fourths of the students attending non-liberal-arts colleges held that view.

Seventy per cent of the liberal-arts students said a well-rounded general education was essential, while only 58 per cent of the others agreed. Nearly half of all students at liberal-arts colleges said undergraduate education in America would be improved if there were less emphasis on specialized training and more on liberal learning, compared with fewer than one-third of other college students.

Sense of Community Varies

Another difference between the students was the sense of community they said existed on their campuses. Eighty per cent of those at liberal-arts colleges said there was a sense of community, while only 59 per cent of other students held that view.

"In large universities with 40,000 to 50,000 students you're going to have problems related to the students' sense of involvement on campuses," said Robert Hochstein, the Carnegie Foundation's director of communications.

"In regard to campus life, liberal-arts colleges have long taken special pride in the spirit of community with which they are identified. These colleges have presented themselves as places where individuals matter," said the foundation's report.

"An even more striking difference between liberal-arts-college students and students at other campuses was in how they feel they are treated," the report continued. Fewer than 10 per cent of liberal-arts students said they were treated as "numbers in books," while more than half of the students at other colleges said they were.

Faculty priorities rather than student priorities were more frequently emphasized by the college, nearly half of the non-liberal-arts students said. Only one-fourth of liberal-arts students expressed that opinion of their colleges.

Though the foundation has not drawn interpretive conclusions from the survey data, some of which have yet to be released, the results can be attributed to several key factors in the makeup of liberal-arts colleges versus institutions in the other three groups, Mr. Hochstein said. Administrative leadership and an institution's size were important determinants, as was the amount of research versus teaching required of faculty members, he noted.

"At institutions that are geared toward being teaching institutions rather than research institutions, the faculty does generally spend more time with students," he said.

The survey found that 80 per cent of students at liberal-arts colleges were "satisfied" or "very satisified" with the teach-

Continued on Page 37, Column 1

A Potpourri of Student Concerns

What They're Reading, Wearing, Joining, Applauding, Protesting

THESE are the 10 acts appearing most often on college campuses this year, according to the National Association for Campus Activities:

1. **Yakov Smirnoff** (*right*), a Russian-born standup comedian who has appeared in the movies "Moscow on the Hudson" and "Buckaroo Banzai: Across the 8th Dimension."

2. **Andy Andrews,** a standup comedian who was a writer for the original "Saturday Night Live" show.

3. **Tom DeLuca** (*below*), a humorist who combines comedy and hypnotism to create what he calls "commetism."

4. **Voltage Brothers,** an 11-piece band featuring a full brass section, vocals, and precision choreography.

5. **David Naster,** an actor and comedian whose one-man show features comedy and music.

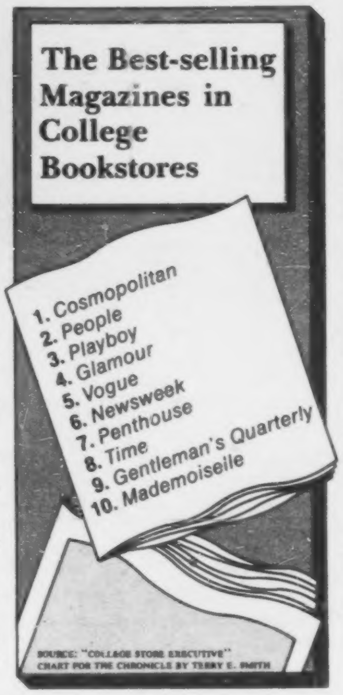
6. **Barbara Bailey Hutchison,** a guitarist and pianist whose repertoire includes folk and rock music.

7. **Jeff Cesario,** a former musician and journalist who performs as a standup comedian.

8. **"England" Dan Seals,** a solo singer and songwriter, formerly of England Dan & John Ford Coley.

9. **Edward Jackman,** a juggler and standup comedian.

10. **Jane Lybrand,** a lecturer who gives humorous talks about communications and "self-motivation."



The Best-selling Magazines in College Bookstores

1. Cosmopolitan
2. People
3. Playboy
4. Glamour
5. Vogue
6. Newsweek
7. Penthouse
8. Time
9. Gentleman's Quarterly
10. Mademoiselle

SOURCE: "COLLEGE STORE EXECUTIVE"
CHART FOR THE CHRONICLE BY TERRY E. SMITH

THROUGHOUT last fall's Presidential campaign, commentators noted the growing conservatism of college students. When the votes were in, according to a Gallup poll, 59 per cent of the traditional 18-to-24 college-age population had voted for President Reagan.

But the college population resists labels. In a study by the Cooperative Institutional Research Program, more than 180,000 incoming freshman were asked to characterize their political views. The majority—57.4 per cent—labeled themselves "middle of the road"; 20.1 per cent said they were "liberal"; 19.3 per cent, "conservative"; 2 per cent, "far left"; and 1.2 per cent, "far right."

▪

WHILE REPORTS in recent years have described an increasingly quiescent student body, the brush fire of protest that swept campuses last spring is likely to be rekindled this fall.

National organizers have set October 11 as "National Anti-Apartheid Protest Day." The American Committee on Africa, a group supporting anti-apartheid efforts, will organize protests on hundreds of campuses, a group spokesman says.

In addition to the South Africa–related demonstrations, hot political topics on the campuses are likely to spur more activity this year. Among the probable issues:

► **C.I.A. recruiters.** They were greeted by angry protesters on many campuses last year. At the University of Colorado, more than 300 people were arrested in an incident in April while they were protesting the visit of five C.I.A. representatives.

► **Minority policies.** At Brown University, 50 students occupied a library in April, demanding increases in minority enrollment, more financial aid for members of minority groups, and more courses on third-world countries.

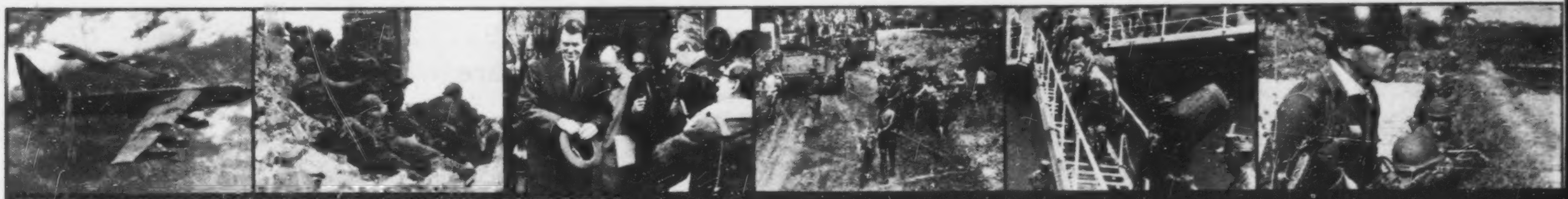
► **Soviet-related investments.** In response to anti-apartheid efforts, several conservative student groups will launch campaigns this fall to protest institutions' owning stock in companies doing business with the Soviet Union and Soviet-bloc countries.

NICARAGUA wants PEACE
FIGHT
EQUALITY
REVOLUT WORKERS

WIDE WORLD

► **Student aid.** Many national student groups are fighting to prevent cutbacks in aid proposed by the Reagan Administration. Hundreds of students have lobbied both in Wash-

Born in 1967, this Fall's Average Freshman Remembers Little or Nothing



THE WAR IN VIETNAM: A NATION TORN

1967

- Thurgood Marshall is first black appointed to U.S. Supreme Court.
- Israel and Arab nations battle in Six-Day War.
- The Beatles' "Sgt. Pepper's Lonely Hearts Club Band" is released.

43 die in Detroit riots

1968

King and Kennedy killed

Jackie O and friend

Nixon elected

1969

Eisenhower dies

Apollo XI lands first man on moon

- Students protest American involvement in Vietnam.
- 400,000 attend Woodstock.

1970

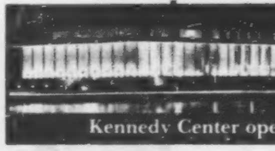
Students slain at Kent State

- Jimi Hendrix dies.
- Five are convicted in trial of Chicago Seven.
- Commission on Campus Unrest is named.

Joplin dies

1971

Anti-war protests go on



Kennedy Center opens

1972

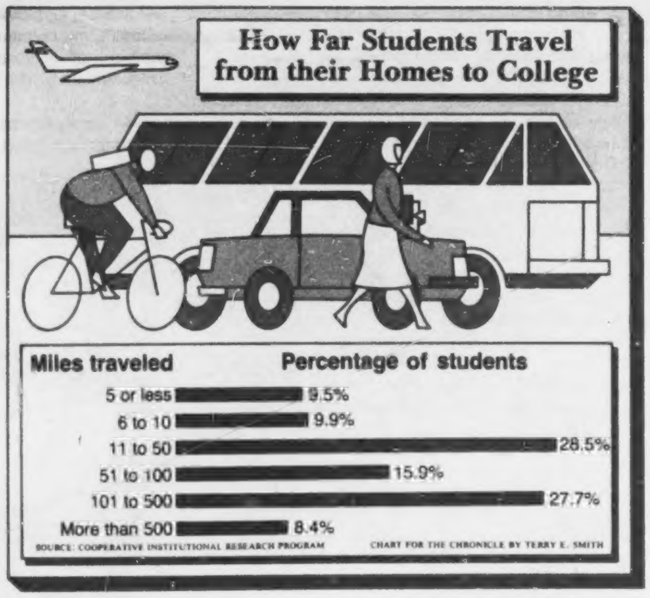
- Watergate burglars are arrested in break-in at Democrats' offices.
- Terrorists kill 7 Israelis at Munich Olympics.
- Fischer defeats Spassky for world chess title.

Nixon visits China

Nixon is re-elected

PHOTOGRAPHS FROM BETTMANN ARCHIVE AND WIDE WORLD

How Far Students Travel from their Homes to College



SOURCE: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

CHART FOR THE CHRONICLE BY TERRY E. SMITH

ington and in their home states to bring attention to the issue.

► **Central America.** Active and vocal groups on both sides of the fence have held protests and campaigns on many campuses. Groups opposing U.S. involvement in the region have held sit-ins and marches. The College Republicans last spring tried to raise money for Nicaraguan "freedom fighters" with a "Save the Contras" campaign.

■

PREPPY IS IN. Punk is out. Oversized shirts are hot. Bell-bottoms are not. Maybe.

In the world of fashion, college campuses stand in a precarious position. In many ways, they are hotbeds of change, sources of trends, and targets of elaborate marketing strategies. If college students latch onto a look, fashion experts say, others are sure to follow.

On the other hand, the casual nature of most campuses has bred a style that is removed from the mainstream fashion fads. The old standby look—T-shirt, jeans, and tennis shoes—remains entrenched as the standard among many students.

A recent poll of 6,500 students by Levi Strauss & Company and *Newsweek on Campus* found that "preppy" styles, which swept campuses in the late 1970's, continue to be popular among the student population.

When asked to classify "the 'look' at your school," 31 per cent answered "preppy/conservative." "Earthy/rugged" was the second choice, with 17 per cent. Other answers included "high fashion" (11 per cent), "athletic/jock" (11 per cent), "punk/new wave" (10 per cent), and "other or a mixture of looks" (21 per cent).

In the same poll, students were asked to predict what will be in style this fall. The top five choices were: oversized shirts (37 per cent), jeans (32 per cent), mixed patterns (23 per cent), lace accessories (20 per cent), and bright colors (20 per cent).

■

IN A SURVEY of more than 180,000 college-bound high-school seniors, these were the top five factors cited as "very important" reasons for attending college:

1. To be able to get a better job.

2. To learn more about things that interest me.

3. To be able to make more money.

4. To gain a general education and appreciation of ideas.

5. To meet new and interesting people.

SOURCE: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

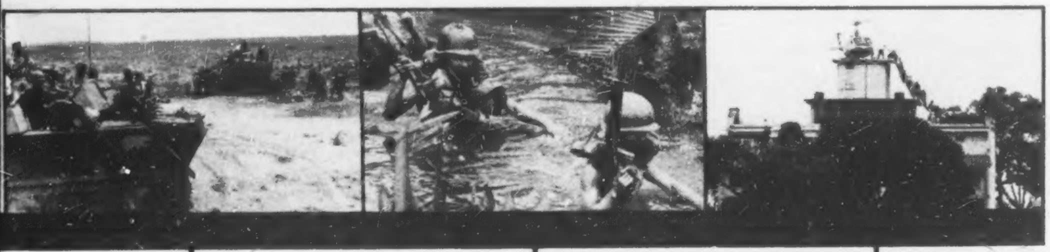
■

OF THE MORE than 300,000 foreign students at American colleges and universities, more come from Asia than from any other continent.

The Institute of International Edu-

Continued on Following Page

of These Events



1973

Senate holds Watergate hearings

Kissinger at State

- Vice-President Spiro T. Agnew resigns; President Nixon names Gerald R. Ford to replace him.
- *Secretariat* wins Triple Crown.

1974

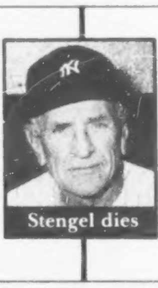
Hearst kidnaped

Nixon resigns

Ford steps in

1975

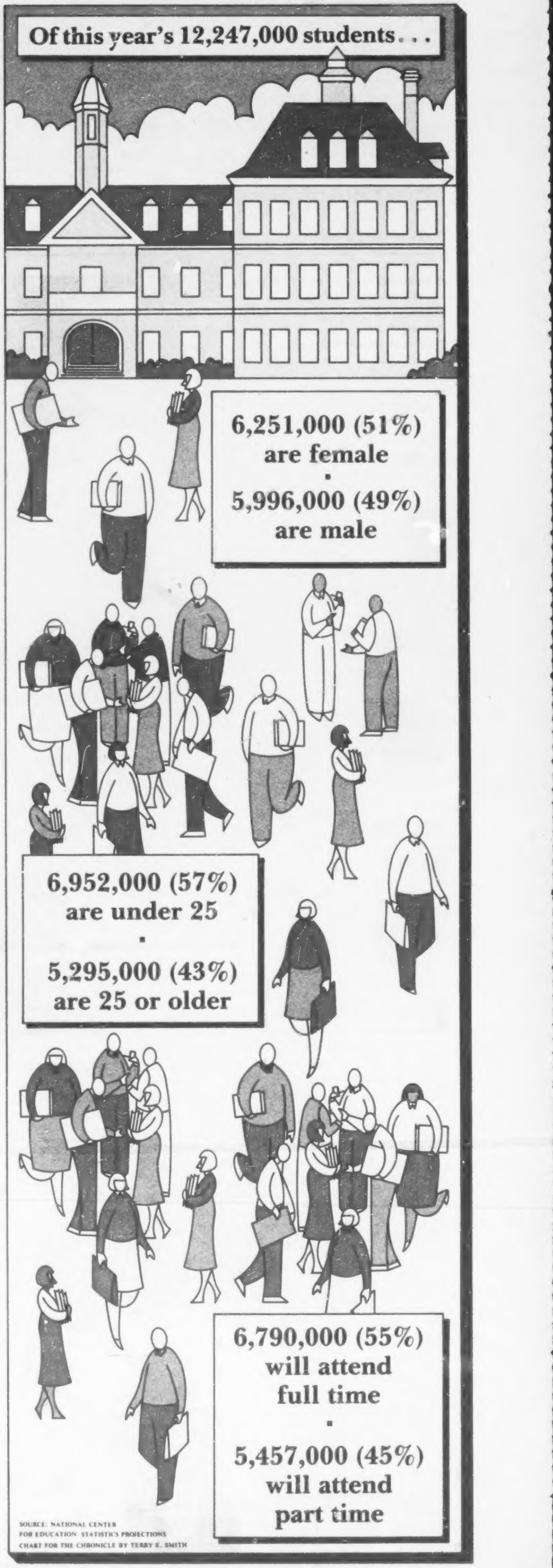
- American merchant ship *Mayaguez* is seized by Cambodian gunboat.
- Former Teamsters President James R. Hoffa is reported missing.
- Brazilian soccer star Pelé signs with New York Cosmos.



Stengel dies

- President Ford escapes two assassination attempts.
- The movie *Jaws* is released.
- Heavyweight champion Muhammad Ali defeats Joe Frazier in Manila.

Of this year's 12,247,000 students. . .



6,251,000 (51%) are female

■

5,996,000 (49%) are male

6,952,000 (57%) are under 25

■

5,295,000 (43%) are 25 or older

6,790,000 (55%) will attend full time

■

5,457,000 (45%) will attend part time

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS PROJECTIONS

CHART FOR THE CHRONICLE BY TERRY E. SMITH

85-86

What Students Are Eating, Drinking, Studying, Shunning

Continued from Preceding Page

cation reports that 39 per cent of foreign students enrolled at American institutions are from Asia; 17.9 per cent are from the Middle East; 15.4 per cent are from Latin America; 12.3 per cent from Africa; 9.4 per cent from Europe; 4.6 per cent from North America; and 1.2 per cent from the Pacific region, which includes Australia and New Zealand.

Following are the 10 countries with the largest representation in the 1983-84 academic year (the latest year for which figures have been compiled) and the number of their students here:

1. Taiwan	21,960
2. Iran	20,360
3. Nigeria	20,080
4. Malaysia	18,150
5. Canada	15,150
6. Republic of Korea	13,860
7. India	13,730
8. Venezuela	13,440
9. Japan	13,010
10. Hong Kong	9,420

•

JOB INTERVIEW AT UNIVERSITY OF MINNESOTA: CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

PROFESSORS, administrators, and career counselors report a consistently rising "pre-professional" orientation among undergraduates. Students seeking lucrative jobs are designing their courses of study to try to obtain "marketable" skills, they say. Here are the most popular and least popular career choices of college freshmen:

Most popular:

Business executive	11.9%
Engineer	10.4%
Computer programmer or analyst	6.1%
Accountant or actuary	6.0%
Lawyer or judge	4.1%

Least popular:

Clergyman (minister, priest)	0.2%
School counselor	0.2%
Clergy (other religious)	0.1%
Homemaker	0.1%
Statistician	0.1%
School principal or superintendent	0.0%

SOURCE: COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

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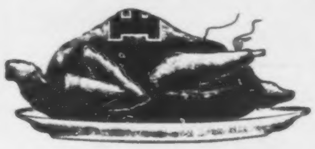
"TASTE used to be No. 1; now freshness is," says Donald M. Jacobs, director of dining services at the University of Pennsylvania.

In recent years, students, like most Americans, have begun to pay more attention to what goes into the food they eat, according to officials who run campus dining services. Says H. Ross Moriarty, director of residential life at the University of Maine at Orono: "The age of mystery meat is long gone."



In response to the new concerns of students, dining services on many college campuses have changed their menus and the way they serve food. Many, including Mr. Moriarty's own, now have their own bakeries, responding to students' demand for fresh food.

Fresh fruits and vegetables have also made their way onto the undergraduate menu, and recent years have brought a proliferation of salad bars.

Larry L. Barrett, director of housing and food-service administration at the University of California at San Diego, says students are more willing to eat health foods than in the past. "We used to display yogurt in fancy containers to coax the students into eating it. Now they want to see it in the carton, so they can read the ingredients."

Tofu (bean curd) has become another new staple of the college diet since technological changes made it less perishable. Explains Mr. Jacobs, "Tofu is like vodka: You don't taste the vodka, you taste what you put into it." Tofu lasagna, one University of Pennsylvania dish, is "delicious and extremely popular," Mr. Jacobs says.

Despite the new push for healthier foods, some of the old standbys of the college student's diet remain constant. "They're still drinking sodas; they're still eating fries," says Mr. Barrett.

"More than 10 per cent of the students choose the vegetarian entree, but most students still want their red meat. Kids want pizzas and hamburgers and hot dogs," Mr. Moriarty adds.

Nevertheless, as people have become increasingly concerned with fitness, health, and nutrition, food services have begun to "cater to a much more intelligent consumer," says Mr. Jacobs of the University of Pennsylvania. "We should not just be considered as an auxiliary service."

He adds: "If you don't eat properly, you die."

•

BECAUSE of students' interest in the professions, some academic departments, particularly in the liberal arts, have suffered drops in enrollment at many institutions, while others, notably pre-professional programs, are popular, according to reports from several campuses.

Nationally, more students say they will choose to major in business than in any other academic subject. Incoming freshmen polled by the College Board reported the following intended areas of study:

Most popular:

Business and commerce	19.1%
Health and medical	15.1%
Engineering	12.0%
Computer science or systems analysis	9.7%
Social sciences	7.3%

Least popular:

Military science	0.7%
History and cultures	0.5%
Home economics	0.5%
Forestry or conservation	0.4%
Philosophy and religion	0.3%

FRATERNITY AND SORORITY MEMBERS AT NORTHWESTERN UNIVERSITY: CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

AFTER losing much of their popularity in the late 1960's and early 70's, Greek organizations are experiencing a surge in interest. National fraternity and sorority officials report a steady increase in the number of campus chapters and in membership.

Following are the total numbers of fraternity and sorority chapters, according to the most recent statistics from the National Interfraternity Conference and the National Panhellenic Conference:

	Fraternity chapters	Sorority chapters
1969	4,292	2,339
1973	4,471	2,317
1977	4,662	2,340
1981	4,915	2,403
1983	5,000	2,427

Non-Alcoholic Recipes–and a Dry Rush

NATIONAL CAMPAIGNS by several groups to encourage the responsible use of alcohol and to prevent drunk driving have prompted many colleges and universities to hold events to publicize the dangers of liquor.

The following recipes for non-alcoholic drinks are available in BACCHUS's "hosting guide," which the organization provides to campus groups seeking information about alcohol-free events:

Pilgrim's Progress

2 jiggers cranberry juice
2 jiggers pineapple juice
Lemon slice

Mix pineapple and cranberry juice in large pitcher. Pour over crushed ice in tall glass. Garnish with lemon slices. Serves one.

Piña Colada Perfecto

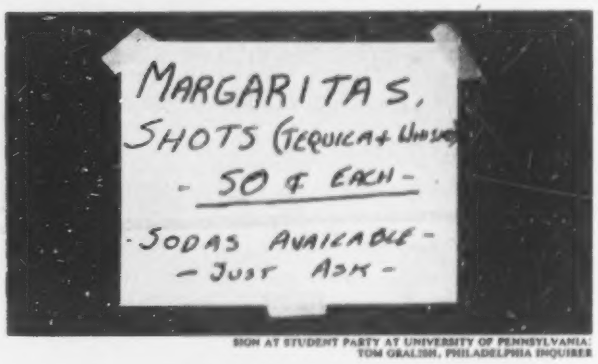
1 jigger cream of coconut
2 jiggers pineapple juice
1½ jiggers club soda

Mix over ice. Serves one.

Tomato Tang

2 cans (18 oz.) tomato juice
¼ cup lemon juice
1 teaspoon salt
¾ teaspoon Worcestershire sauce
1 or 2 drops hot sauce

Mix. Serve in tall glass. Garnish with celery sticks. Serves six.



SIGN AT STUDENT PARTY AT UNIVERSITY OF PENNSYLVANIA: TOM GRALISH, PHILADELPHIA INQUIRER

A NATIONWIDE DRIVE to raise the drinking age and curb the consumption of alcohol by students has led many fraternities to adopt "dry rush" policies. Under those rules, chapters of Greek organizations may not serve liquor at rush, or recruiting, events.

With the legal drinking age being raised to 21 in most states, such policies will insure that chapters do not break liquor laws, says the National Interfraternity Conference.

The conference's rules encourage "moderation" and "compliance with applicable laws" regarding the use of alcohol. The rules also help the groups to fight the "Animal House" stereotype of fraternities, according to the conference. In addition, the absence of liquor may help Greek organizations avoid lawsuits for incidents involving alcohol.

Almost 60 per cent of the campuses in a new survey of more than 250 colleges and universities reported that they had "dry rush" programs, the conference reports. About 65 per cent of the campuses with the programs reported increases in pledges to fraternities, according to the survey.

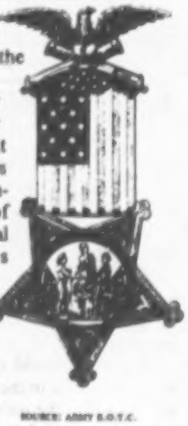
The conference and BACCHUS, a national group that promotes responsibility in drinking, provide fraternities with suggestions about how to organize "dry rush" functions.

FOR COLLEGES and universities, the end of the "baby boom" has meant the start of a slump in the pool of 18- to 24-year-old students. At the same time, many experts say, the number of older, or "non-traditional," students enrolled in institutions of higher learning has increased.

According to projections by the National Center for Education Statistics, the proportion of part-time students, now about 45 per cent, will rise to 48 per cent by 1993. While students 25 years old and over now make up about 43 per cent of the student population, by 1993 they will represent 49 per cent, the N.C.E.S. says.

•

ENROLLMENT in Reserve Officer Training Corps programs at colleges has fluctuated to reflect the changing attitudes of students and the politics of the times. Current enrollment in Army R.O.T.C. is now nearly twice what it was in 1973, but less than half of the enrollment figure of 1968. Here are total enrollment figures for Army R.O.T.C.:



1964-65	157,607
1969-70	109,705
1974-75	39,346
1979-80	63,667
1984-85	65,718

SOURCE: ARMY R.O.T.C.

Students at Liberal-Arts Colleges Differ from Those at Other Institutions in Their Outlook on Education

Continued from Page 29

ing they received, compared with 70 per cent at other institutions.

More than 90 per cent of the liberal-arts students said their professors encouraged them to participate actively in classroom discussion, compared with 80 per cent at other colleges and universities. In addition, more than 80 per cent of the former said they had the opportunity to express their opinions in class, compared with 64 per cent of the latter.

Nearly three-fourths of liberal-arts students said their professors took a personal interest in students' academic progress, compared with 58 per cent of the others.

On a similar note, 88 per cent of the liberal-arts students said the faculty looked out for their interests, compared with 73 per cent at other institutions.

On another question in the survey, non-liberal-arts students again expressed a greater sense of estrangement. Sixty-two per cent said contact with administrators was limited, while 33 per cent of liberal-arts students held that opinion.

Rough agreement between the students was reached on only one point in the survey—plans for further education.

Almost half of both the liberal-arts students and the others said they planned to attend a professional or graduate school.

Ernest L. Boyer, president of the Carnegie Foundation, said the survey results confirmed that liberal-arts colleges had retained many of their traditional characteristics, including a strong commitment to well-rounded education, a sense of mission, and involved faculty members.

Mr. Boyer said the foundation would use the survey as support material for policy recommendations in its next report, "College: The Undergraduate Experience in America," which will be released this winter. He said the report would consider, in part, ways in which the positive values inherent in a liberal-arts education could be developed at other types of college.

"The question presented," Mr. Boyer said, "is how can this sense of community, this relationship with faculty, this commitment to general education be introduced and sustained even when the college or university is larger and more complex?"

How Students View Their College Experience

Undergraduates who agree that:	At liberal-arts colleges	At other 4-year institutions
General education is essential	70%	58%
The college has a clear mission	86%	73%
Liberal learning should get more emphasis	45%	29%
Campus has a sense of community	80%	59%
Students are treated like "numbers in a book"	9%	52%
Contact with administrators is limited	33%	62%
Classroom discussion is encouraged	93%	80%
Professors are interested in students' progress	73%	58%
Student opinions are encouraged	81%	64%
Professors look out for students' interests	88%	73%
Students are satisfied with the teaching	80%	70%
Professors are interested in academic problems	81%	53%
Students have personal interaction with professors	54%	37%

SOURCE: SURVEY BY THE CARNEGIE FOUNDATION

In Brief: Students

6 SUNY Protesters Fined for Trespassing

Five State University of New York students and one alumna who occupied the business office of the university's Albany headquarters in April have been convicted of trespassing, fined $250 each, and told to refrain from similar protests for one year.

The six were arrested during a protest opposing the university's $14.2-million in investments in companies doing business with South Africa.

Albany Judge Thomas Keegan also gave them suspended sentences of 12 to 15 days in jail.

Quoting Henry David Thoreau on civil disobedience, he commended the students, dubbed the "SUNY 6," for their efforts and noted that people were obligated to pay a legal price for their moral actions.

Dartmouth Sorority Penalized for Harassing Homosexuals

Dartmouth College has placed a sorority on probation for failing to intervene on behalf of homosexual students who were allegedly doused with beer and ridiculed at an Alpha Chi Omega sorority party.

Billed as "LIVE AID . . . 'A TRIBUTE TO ROCK HUDSON,' " the dance offended members of the Gay Student Association, who said they had attended as a show of unity, according to a Dartmouth spokesman.

The sorority was told by the dean of the college to plan a program to develop an understanding of differences in the campus community.

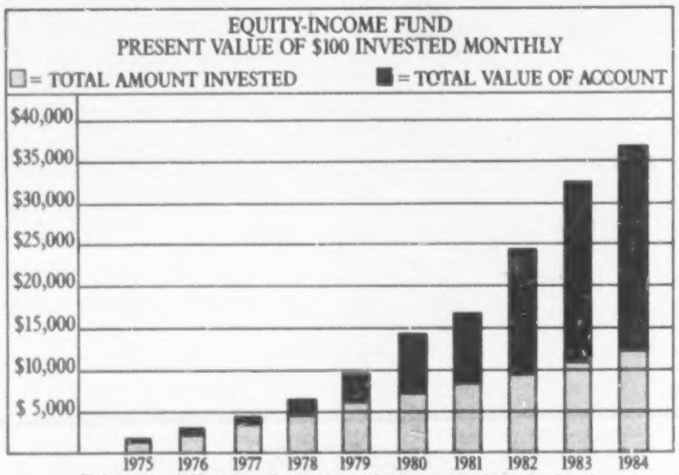
Libel Ruling Overturned in Iowa State U. Case

The Iowa Supreme Court has dismissed a $100,000 libel suit against the student newspaper at Iowa State University concerning its coverage of a 1982 sexual assault against a bartender in a local American Legion Hall.

The bartender claimed the *Iowa State Daily* had defamed her by reporting she had been raped when she had actually been forced to perform oral sex, and that the story was libelous because it inaccurately reported that the suspect had been charged with rape.

In the first decision of its kind, the state supreme court overruled a Story County jury decision, saying that the difference between the truth and the reported truth was insubstantial and that libel defendants need not establish the literal truth of their statements.

If you had put $100 per month in this Fidelity 403(b) fund starting in 1975, you'd have $37,220 today.



The chart above shows the difference between the total cumulative cost of your investment compared to the total cumulative value of your investment for each year January 1, 1975 to December 31, 1984. Figures for the fund include the effect of Fidelity Equity-Income Fund Inc.'s 2% sales charge. Figures shown include the change in net asset value plus the reinvestment of dividends and capital gains distribution. Fund shares were sold at various sales charges during the time period shown. If your 403(b) plan covers more than 200 eligible employees these charges may be waived.

Maybe you think doubling the money in your retirement fund in ten years is a bit too much to hope for in today's topsy-turvy economy. And no doubt you think tripling it is, well, a goal no level-headed investor would ever entertain under any circumstances.

While past market conditions and performance are no guarantee of future results, there is a stock fund that would actually have given you more than three times what you had put into your retirement fund over the past ten years.

It's Fidelity Equity-Income. And it's just one of more than a dozen exciting investment opportunities available to you through your Fidelity 403(b) tax- sheltered retirement program.

You can also select proven long-term performers like Fidelity Magellan Fund, a stock fund. Or more conservative funds like Fidelity Cash Reserves, a money market fund. Or pacesetters like Fidelity Freedom Fund, a stock fund designed especially for retirement investors.

But no matter what fund you initially choose, you have the freedom to change from one to another as your needs and goals change. Even though market conditions and performances fluctuate, wouldn't you feel better going with a proven track record?

For more information about Fidelity's flexible 403(b) retirement program at your institution, contact your benefits office or call Fidelity at 1-800-544-6666. Because every successful career should be capped with a successful retirement.

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OF THE 694,000 FACULTY MEMBERS IN ACADEME THIS YEAR:

454,000 are full-time (65%)
240,000 are part-time (35%)

▪

504,000 are at public institutions (73%)
190,000 are at private institutions (27%)

▪

494,000 are at 4-year institutions (71%)
200,000 are at 2-year institutions (29%)

Average salary, faculty member: $30,960

Median salary, chief executive of a system: $70,700

Median salary, chief executive of a single institution: $61,500

Median salary, chief academic officer: $48,550

Over all, 2 million people are employed by U.S. colleges and universities, including 1.3 million administrators and members of support staffs

SOURCES: NATIONAL CENTER FOR EDUCATION STATISTICS PROJECTIONS; AVERAGE FACULTY SALARY FROM 1984-85 SURVEY BY AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS FOR ALL RANKS AT ALL INSTITUTIONS; ADMINISTRATIVE SALARIES FROM 1984-85 SURVEY BY COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

WHO is the most effective national spokesman for higher education? The winner in a *Chronicle* survey of college presidents: "No one."

Asked one president, "Where have all the heroes gone?"

Among other answers from the 17 per cent of presidents who said academe lacked a strong leader were: "No one, unfortunately," and "Part of the problem is that there is no such person."

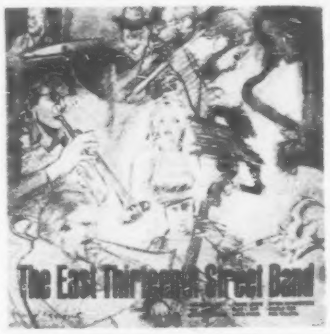
The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, garnered second place, with 12 per cent of the presidents writing in his name. Others mentioned were John Phillips, president of the National Association of Independent Colleges and Universities, named by 9 per cent of the presidents; Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, 8 per cent; Dale Parnell, president of the American Association of Community and Junior Colleges, 7 per cent; Derek Bok, president of Harvard University, and Clark Kerr, president emeritus of the University of California, each with 6 per cent; and Robert H. Atwell, president of the American Council on Education, 5 per cent.

The figures are based on responses of the 207 college presidents who listed a preference in the survey.

▪

THE number of research assistants at universities is increasing in all disciplines, and the number of teaching assistants is up in all fields except education, the Council of Graduate Schools reports.

The largest increase last year—13.4 per cent—was among social-science R.A.'s; the smallest was among T.A.'s in biological sciences. In education, R.A.'s were up 1.7 per cent and T.A.'s were down 1.4 per cent.


The East Thirteenth Street Band

ON THE SAX you've got the college dean. On piano, the Joyce scholar. On trumpet, the jazz historian and music professor. On tenor sax and trombone, two internationally acclaimed painters.

The East Thirteenth Street Band, born out of late-night jam sessions among artists and academics, has hit vinyl. The group's first album, "The East Thirteenth Street Band," will be out this month.

The nine-piece band is composed mainly of musicians who began their professional lives playing jazz, but chose to take other directions in the creative arts. Pianist Myron Schwartzman, the Joyce expert, is professor of English at the City University of New York's Baruch College. Trumpeter Howard Brofsky (*left*, with David C. Levy, saxophonist) is former chairman of the music department at CUNY's Queens College. Sax man Larry Rivers and trombonist Howard Kanovitz are painters—and collaborators on the album cover and poster.

Saxophonist Levy, who is executive dean of the Parsons School of Design, was involved at the beginning, bringing together friends to jam at Mr. Rivers's East 13th Street loft in Manhattan. Their hobby has grown into a second living for the band, which has played regularly in Manhattan, as well as all over the world. Members of the band offer a seminar on improvisation and the creative arts when they perform on campuses and at museums.

"We all were musicians, and we all became something else—and I think those choices were made seriously," Mr. Levy says. "The fact that we're coming back to music now is the dessert on our successful professional careers."

The album, which draws upon 1940's swing and 1950's bebop, includes standards like "Georgia on My Mind" and originals like "Matzos and Watermelon."

It will be available at many book and record stores, and single copies may be ordered for $10 from Art Posters and Art Objects, ARTnews, 5 West 37th Street, New York 10018. The poster is $15, and an album and poster package costs $22. Add $3 postage for mail orders.

▪

LOOK for some major reports this academic year:

► The Carnegie Foundation for the Advancement of Teaching expects to release *College: The Undergraduate Experience in America* sometime after January 1. The report, based in part on national surveys of faculty members and students and on visits to 29 colleges and universities, will be written by Ernest L. Boyer, the foundation's president. Next spring or early summer, the foundation expects to publish a two-volume study of the academic profession by Burton R. Clark, professor of higher education and sociology at the University of California at Los Angeles.

► The Commission on College Retirement, established early in 1985 to look into retirement programs and related financial matters at colleges and universities, expects to issue a final report early next year. Its executive director, Thomas C. Woodruff, says the commission will also release several interim reports this fall in the three areas where its research has been concentrated to date. The first will be on long-term health care, to be followed by financial planning and pension-plan design.

► A long-awaited study of the American professoriate by Howard R. Bowen and Jack H. Schuster, both of Claremont Graduate School, is scheduled for publication in January by Oxford University Press. The two-year study, called *American Professors: A National Resource Imperiled*, is based on more than 500 interviews at 38 colleges and universities. In previewing their findings, Mr. Bowen, emeritus professor of economics and education, and Mr. Schuster, associate professor of education and public policy, described a professoriate that is anxious and distressed over a deteriorating work environment and low salaries.

▪

BILL COSBY: NBC

FOR Alvin F. Poussaint, associate dean of students at Harvard University's medical school, September means a pile of scripts to read in his role as a "psychological consultant" to the "The Bill Cosby Show" on the NBC television network.

Mr. Cosby wants the show, which portrays the life of an upper-middle-class family in New York, "to be psychologically authentic," says Dr. Poussaint, who is also a psychiatrist. "I review the scripts to make sure they aren't using the kind of humor that puts people down or stereotypes them in a sexist, racist, or ethnic way.

"Sometimes we see eye to eye, and sometimes we don't," he says. In one episode last season, "there was a scene where a young kid put marijuana in the son's book. I felt strongly that the kid should not come from a low-income but from a middle-class background.

"In another scene," says Dr. Poussaint, "the daughter was talking about colleges she was going to apply to. I suggested that they add some predominantly black colleges to her list."

▪

DEANNA RADELOFF is a "misty dawn"—with "cool skin tones, a fair complexion, and gray-blue eyes with a cracked-glass, cloudy effect in them."

The home-economics professor at Bowling Green State University knows just what she is, and just what colors she looks good in. She has put years of study into color and psychology, which she uses in a lucrative sideline to train color analysts.

Analysts evaluate an individual's skin, hair, and eye tones, and recommend colors that enhance the person's look. Ms. Radeloff began as an analyst herself, drawing consultation fees ranging from $35 to $200. Now she charges between $1,500 and $2,000 to train others, who work as "image consultants" in nine states.

A "misty dawn" like Ms. Radeloff favors cool violets and blues, light

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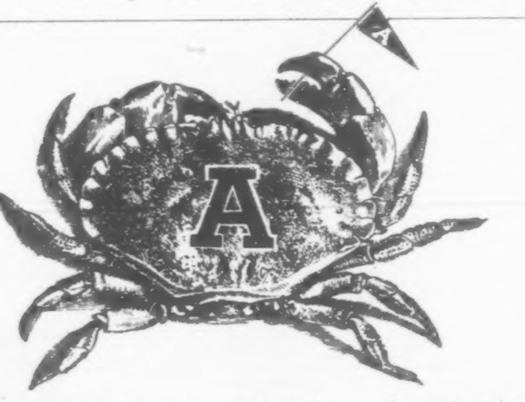

"PEOPLE will kill for shrimp and crab claws—the bigger, the better. They are the first things to go at any academic function," says Daryl Ferguson, who manages the American Council on Education's annual meeting.

But the college and university presidents who attend her receptions rarely find such morsels because they are so expensive.

"Our receptions tend to run to what the trade calls 'dry snacks'—potato chips, nuts, and such," she says. "We do cheeses and fresh vegetables frequently."

Ms. Ferguson hopes to provide cold seafood at next month's annual meeting. Her plan, particularly for crab claws: "We won't put them out at the beginning of the party. We'll add them to the hors d'oeuvre table after the edge is off people's appetites."

85-86

Women's Progress, Retiring Early, a President's Mixed Emotions

Continued from Preceding Page

grays, and off-white. "People do not see themselves as they truly are," she explains. "They shouldn't be swayed by what looks good on Susie, Tom, or Jane."

•

WHEN the University of Nebraska's student newspaper published a profile of President Ronald W. Roskens under the headline "Running the University," the *double-entendre* was very much intended. The story was not so much about Mr. Roskens's abilities as an administrator as about his daily three-mile run on the campus.

Mr. Roskens (*at right*) got into running 21 years ago—"before it was as popular as it is now."

Now he's no longer going it alone. For fitness and fun, as well as for public image, college and university presidents are donning their sweats (school colors are *de rigueur*) to participate in alumni runs and local charity challenges, as well as in solitary, early-morning jogs.

That running is a high-visibility activity hasn't been lost on marathoner Thomas M. Stauffer (*left*), chancellor of the University of Houston at Clear Lake. "Running is the kind of thing you can't do behind doors, and I think it gives a certain note of vigor which people can't help but take notice of," he says.

Vanderbilt University's Chancellor Joe B. Wyatt previews the day's agenda on his three- to six-mile jaunts. "I do some of my best thinking at that time," he says.

Clyde D. Campbell, president of West Liberty State College, began running after a mild heart attack in 1978. Now he competes in local 5- and 10-kilometer races.

While many college newspapers proudly display photos of their presidents striding confidently in running attire, Mr. Campbell admits that no pictures of him racing are available.

"By the time I crossed the finish line," he says, "all the photographers had closed up for the night."

•

WOMEN have a long way to go before they will match the representation of men in the professions, but they are making headway in some fields, according to the most recent statistics available from the Women's Bureau of the Department of Labor:

▶ In 1984, about 16 per cent of the country's 646,000 lawyers were women. In 1981, that figure was 14 per cent.

▶ Last year about 16 per cent of the 525,000 physicians were women. The 1981 figure was also about 14 per cent.

▶ In 1984, only 6.2 per cent of all engineers were women, but even that was an improvement. Three years earlier the comparable figure was 4.4 per cent.

•

A FEW DEADLINES to remember in the new academic year:

September 15—Applications for Fulbright grants for research and university lecturing in Africa, Asia, Europe, and the Middle East. Contact: Council for International Exchange of Scholars, 11 Dupont Circle, Washington 20036; (202) 939-5400.

October 1—Applications for Guggenheim fellowships for scholarly research and artistic endeavor by citizens and permanent residents of the United States and Canada. Contact: John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York 10016; (212) 687-4470.

October 31—Applications for Fulbright grants for graduate study or research abroad in academic fields. Contact: Institute of International Education, 809 United Nations Plaza, New York 10017; (212) 883-8200.

November 15—Applications and nominations for participation in the American Council on Education fellowship program for 1986-87. Contact: Madeleine F. Green, American Council on Education, One Dupont Circle, Washington 20036; (202) 939-9420.

December 1—Applications for Guggenheim fellowships for scholarly research and artistic endeavor by citizens and permanent residents of Central and South America, Caribbean countries, the Philippines, United States trust territories, and French, Dutch, and British possessions in the Western Hemisphere. Contact: John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York 10016; (212) 687-4470.

June 15—Applications for Fulbright grants for research and university lecturing in Australasia, India, Latin America, and the Caribbean. Contact: Council for International Exchange of Scholars, 11 Dupont Circle, Washington 20036; (202) 939-5400.

•

WHAT will they do this year? Last year 450 faculty members in the State University of New York system took advantage of a one-time early-retirement option. While some will still teach a course or two this fall, others have different plans:

▶ Jack H. Smith, a professor of physics at Albany and a tuba player, will repair brass instruments. "I have no illusions of building a business up to something grand," says the 63-year-old Mr. Smith, "but it's something to do on the side."

▶ Frank Eckelt, a 61-year-old professor of educational administration and supervision at New Paltz, will train hearing officers for the state education department. He will also add one or two languages to his repertoire and finish a book on education and the law. "My wife says, 'Why retire? You keep taking on more responsibility,' " says Mr. Eckelt.

▶ Alton S. Donnelly, a 64-year-old history professor at Binghamton, will devote more time to his duties as a Mormon bishop. In that position, he says, he is "responsible for the affairs of the congregation, which now numbers about 800."

WIDE WORLD

A FORMER university president, caught up in the turmoil of desegregation, recorded in his diary on October 6, 1962:

"My heart is heavy and within me there is more and more disagreement with the patterns of leadership which have failed to avoid this terrible eruption of human emotion. . . . More and more there are evidences of deep resentment, hatred, disregard and disrespect for law and order. This cannot continue without further violence. . . .

"I am torn between a sense of responsibility to keep quiet and try to maintain a reasonable stability at Mississippi State University and a feeling that I should resign. It is clearly evident that I cannot continue to live and work with success and happiness in this environment. It will be next to impossible to recruit top staff and do an educational job. On the other hand, I do not wish to run away while there is instability. Few people are discussing the issues with me. This is fortunate."

—From *Mixed Emotions: As Racial Barriers Fell—A University President Remembers* by Dean W. Colvard, former president of Mississippi State University. The memoir is available from Interstate Printers & Publishers, Inc., 19-27 North Jackson Street, Danville, Ill. 61832.

FULBRIGHT SCHOLAR-IN-RESIDENCE PROGRAM, 1986-87
Request for Proposals

American colleges and universities are invited to submit proposals for assistance in hosting scholars from abroad for all or part of the academic year.

Suggested activities for scholars:

- Teach regular courses from a comparative or foreign area perspective
- Teach or consult on interdisciplinary courses/professional programs that focus on international issues
- Participate in seminars or colloquia
- Assist in developing new courses/programs
- Serve as resource persons for faculty and students

Benefits and funding include: round-trip travel for the foreign scholar and, for full-year awards, one accompanying dependent; monthly maintenance allowance; and incidental allowances for travel, books, and services essential to the assignment. To the degree possible, cost-sharing by the host institution is required.

APPLICATION DEADLINE: NOVEMBER 1, 1985

For application forms and guidelines, write or call:

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Washington, D.C. 20036-1257
Telephone: 202/939-5401

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A Potpourri of Government & Politics

In Washington and the States: Court's Agenda, Hearings, Regulations, Reports, and Studies

A FIELD TEST of a genetically engineered microbe by Stephen E. Lindow, an associate professor of plant pathology at the University of California at Berkeley, has been delayed for almost two years because of a lawsuit filed by a group that charged that the National Institutes of Health had not adequately studied possible adverse consequences for the environment.

But his work has not gone without honor. The National Academy of Sciences has awarded him its $15,000 Initiatives in Research Award, designed "to recognize innovative young scientists and to encourage research likely to lead toward new capabilities for human benefit."

▪

A RESOLUTION designating the week of September 23-29 as National Historically Black Colleges Week has been introduced by Sen. Strom Thurmond, Republican of South Carolina, along with 55 of his colleagues.

▪

SOUTHWEST TEXAS State University will celebrate the 20th anniversary of the Higher Education Act with a symposium on November 8 on the federal role in higher education. President Lyndon B. Johnson signed the law in 1965 while on the Texas campus, his alma mater. Mr. Johnson, a former schoolteacher, often said he wished to be known as the "education President."

Rep. William D. Ford, the Michigan Democrat who chairs the House Postsecondary Education Subcommittee, will hold a hearing at the university that day as part of his panel's work in drafting an extension of the law.

▪

A RESOLUTION expressing disapproval of some of the appointments that Education Secretary William J. Bennett (*left*) has made to the National Advisory and Coordinating Council on Bilingual Education is being pushed by Rep. Henry B. Gonzalez, Democrat of Texas. Mr. Gonzalez says at least three of the 19 members hold "hostile and extreme views on bilingual education and have absolutely no place on a council whose purpose is to provide reasoned and objective advice to the Secretary."

▪

A REVISED POLICY from the National Institutes of Health for the care and use of laboratory animals will take effect on December 31.

Among the most significant changes in existing requirements:

► A research institution using animals and receiving money from the agency must submit detailed information on the care and use of animals in its laboratories.

► An institution must name an official responsible for overseeing the care and use of animals in research.

► Animal-care committees are required to include a veterinarian involved with the institution's animal-welfare program, an active scientist with animal-research experience, and at least one person without ties to the institution.

► Specific responsibilities for animal-care committees are set out.

▪

FEDERAL AGENCIES responsible for overseeing genetic-engineer-

In the States: Concern About Quality of Education, Long-Range Planning;

ALABAMA

For 1985-86:
Data not available

A lawsuit filed by the Justice Department, charging that Alabama has failed to remove vestiges of segregation in its public colleges and universities, began in July and is expected to continue through the fall. This fall the Commission on Higher Education plans to finish a study of education in the allied health professions and a study of engineering education. It will start a study on engineering technology.

ALASKA

For 1985-86:
Data not available

The Commission on Postsecondary Education plans to complete by December a master plan for all postsecondary education in the state. The legislature is expected to examine ways in which Alaska can meet the financing needs of higher education and other social areas in light of a decrease in oil revenues.

ARIZONA

For 1985-86:
$432.3-million—Up 28%

The Arizona Board of Regents is developing a long-range plan for the university system. The Commission for Postsecondary Education is studying the economic backgrounds of students in the state's system of higher education.

ARKANSAS

For 1985-86:
Data not available

The Department of Higher Education will issue a report to the legislature on the state's progress in meeting goals set out in 1984 by a study committee on quality in higher education. The legislature is expected to study teacher-education requirements. The governor is expected to continue to try to link higher education to economic development by pressing for the use of incentive grants to colleges and universities.

CALIFORNIA

For 1985-86:
$4.2-billion—Up 31%

The University of California and the California State University systems plan special efforts to recruit students and faculty members from underrepresented minority groups. The state-university system is expected to press the legislature for continued budget increases for faculty salaries. The legislature has created a special legislative committee to review the state's master plan for higher education and has set up an outside commission to report on community colleges by next February and on the state's entire higher-education system by January 1987.

COLORADO

For 1985-86:
$406.4-million—Up 11%

The legislature has asked the Commission on Higher Education to develop a new formula for distributing state funds to colleges and universities and to develop minimum admissions standards for all state institutions. The commission is developing official procedures for starting new programs and eliminating current programs on campuses in the state system. It plans to issue a report on teacher education by next March.

CONNECTICUT

For 1985-86:
$329.9-million—Up 21%

The Board of Governors for Higher Education is studying the academic and financial health of the state's colleges and universities to help leaders plan for the rest of the century. The board recently appointed two groups to help with the study. They are expected to report by February. The board hopes to establish "centers of excellence" at selected state universities and to start providing matching funds for endowed chairs at the centers. Colleges and universities are shifting the emphasis from new construction to renovation of existing buildings.

DELAWARE

For 1985-86:
$91.4-million—Up 18%

State-supported institutions are conducting a study of the quality of the higher education they are offering. The governor has asked for help from colleges and universities in his campaign against adult illiteracy. The U.S. Office for Civil Rights plans to review Delaware's progress in carrying out its plan to eliminate vestiges of segregation in its public colleges and universities.

DISTRICT OF COLUMBIA

For 1985-86:
Data not available

Officials at the University of the District of Columbia plan to promote public discussion of the issue of access versus excellence in higher education. The Consortium of Universities of the Washington Metropolitan Area is studying the library resources of its member institutions in an effort to expand cooperation among the universities.

FLORIDA

For 1985-86:
$1.1-billion—Up 18%

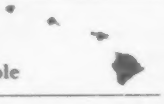
College placement tests will be required for admission to any state community college or university starting this year; students who fail the test must take remedial, noncredit courses. The State Board of Regents, the Postsecondary Education Planning Commission, and the State Division of Community Colleges are all examining how to meet the needs of the growing population in southeast Florida. The Postsecondary Education Planning Commission is conducting studies of community-college financing and of faculty recruitment, retention, and tenure policies, with both reports expected by next March.

GEORGIA

For 1985-86:
$664.6-million—Up 17%

The Board of Regents is studying the effects of an enrollment decline, which is expected to continue, on the state-university system. The Board of Regents and state colleges plan to try to increase the percentage of Georgia high-school graduates who go on to postsecondary education. State universities will be adapting to new regulations on teacher education recently passed by the legislature and approved by the governor.

HAWAII



For 1985-86:
Data not available

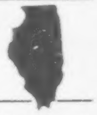
The Postsecondary Education Commission will study the way the state uses federal funds. The governor plans to promote higher education as a means of furthering economic development in the state. As part of the annual budget-review process, the legislature plans to study how the university system meets the public's needs.

IDAHO

For 1985-86:
$121.8-million—Up 21%

The State Board of Education will adopt a statewide higher-education plan in December. The plan should include ways to maintain the affordability of higher education and to promote economic development. Institutions will start planning for a state-mandated rise in admissions standards to take effect in 1989. The legislature is expected to examine teacher-education programs.

ILLINOIS



For 1985-86:
Data not available

The Board of Higher Education is studying the quality of undergraduate education in the state and will conduct a study of rising higher-education costs and student debts. Higher-education leaders have expressed interest in working more closely with elementary and secondary educators to improve the public schools and increase academic achievement among minority-group students.

INDIANA

For 1985-86:
$603.8-million—Up 19%

Intensive discussion among higher-education officials throughout the state is expected on the extent to which remedial work should take place at the postsecondary level. The Commission for Higher Education and the legislature are expected to review the missions of institutions in the state-university system and to examine how the needs of different regions in the state are met.

ing research and its products are expected to firm up plans this year to regulate the growing field of biotechnology.

Last December the White House Office of Science and Technology Policy released a proposal for how it believed the Departments of Agriculture and Health and Human Services and the Environmental Protection Agency should coordinate such regulatory efforts. The office reviewed public comments on the proposal during the spring and summer and is preparing to issue a final version of the plan soon.

The most important issues for university researchers will be how the Food and Drug Administration and the National Institutes of Health will coordinate efforts to regulate clinical gene-therapy trials on human beings, and how the N.I.H. and the E.P.A. will work together to regulate field tests of genetically engineered organisms.

■

AFTER a six-month delay in which questions were raised about his qualifications for the job, a confirmation hearing has been scheduled October 2 on the nomination of Edward Curran to be chairman of the National Endowment for the Humanities. Some critics say Mr. Curran (*above*), who holds a master's degree in history and is a former headmaster of a private school, is not adequately qualified because he has not held a faculty or administrative job in higher education.

■

IN ITS NEW TERM, which begins next month, the Supreme Court will hear the following cases that have possible ramifications for colleges and universities:

► *Witters* v. *State of Washington Commission on the Blind* (Case No. 84-1070).

QUESTION: Does it violate the First Amendment's ban on establishment of religion to provide state financial aid to a legally blind student studying to become a minister, or does the denial of aid to an otherwise eligible student violate the First Amendment's guarantee of free exercise of religion?

► *Regents of University of Michigan* v. *Ewing* (Case No. 84-1273).

QUESTIONS: Can a medical student can be denied the opportunity to retake the National Board of Medical Examiners' test, and subsequently be dismissed from medical school, when his university has an unwritten policy allowing students to retake the exam? Also, is a public university immune from a federal court order directing it to comply with its own unwritten rules allowing students to retake an exam?

► *Wygant* v. *Jackson Board of Education* (Case No. 84-1340).

QUESTION: Is a white teacher's

Continued on Following Page

COMPETITION FOR FEDERAL GRANTS: MANY APPLY BUT FEW ARE CHOSEN

- **The Fund for the Improvement of Postsecondary Education received 2,028 applications and made 60 grants.**
- **The Education Department's international programs received 614 applications and made 222 grants.**
- **Programs for 'developing' colleges received 1,211 applications and made 538 grants.**
- **The National Institutes of Health received 16,859 applications and made 5,493 grants.**
- **The National Science Foundation received 37,985 applications and made 13,626 grants.**
- **The Women's Educational Equity Program received 470 applications and expects to make 40 to 60 grants.**

NOTE: ALL FIGURES ARE FOR FISCAL 1985 EXCEPT THOSE FOR DEVELOPING COLLEGES AND N.I.H., WHICH ARE FOR 1984.

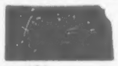
Appropriations for the Year, and How They've Changed Since 1983-84

IOWA

For 1985-86:
$398.1-million—Up 10%

The legislature has designated education as a major issue for its upcoming session and is setting up a foundation to coordinate and conduct education research, starting this year. In reaction to the state's economic problems, universities are expected to increase their ties with industry to help the state's economic development. A special focus of increased university-industry ties will be on improving agriculture.

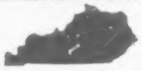
KANSAS



For 1985-86:
$349.5-million—Up 14%

The Board of Regents plans to encourage universities to expand partnerships with industry, especially in international agricultural trade. The board will be conducting program reviews to determine if overall state higher-education appropriations are being allocated correctly. The legislature plans to study whether to add Washburn University, now a locally controlled institution, to the state-university system.

KENTUCKY



For 1985-86:
Data not available

The U.S. Office for Civil Rights will review the state's progress in carrying out its plan to eliminate vestiges of segregation in its public institutions. The Council on Higher Education is completing a five-year plan for higher education, which will be reviewed by the governor and the legislature in the coming year. A special legislative committee on the status of higher education will release its recommendations this fall.

LOUISIANA

For 1985-86:
Data not available

In the wake of state budget cuts due to a drop in the state's oil revenues, the state-university system will undertake program and staff cutbacks. College and university planning has been hampered by confusion about whether state hiring-freeze regulations apply to higher education. Financial planners in the state-university system will study the effects of a new law giving them more control over spending preventive-maintenance funds.

MAINE

For 1985-86:
$100.9-million—Up 31%

State agencies and universities are studying the effects of federal financial-aid decisions. The University of Maine, disappointed with the state's refusal to allocate funds for new programs, will review the quality of existing programs. The Governor's Visiting Committee, a panel ordered by the legislature and appointed by the governor, will issue a report on the University of Maine system in January.

MARYLAND

For 1985-86:
Data not available

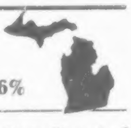
A legislatively appointed commission on financing, quality, and accountability in higher education will report in the spring. The State Board for Higher Education is considering the use of statewide tests for college students and is revising the state's master plan for higher education.

MASSACHUSETTS

For 1985-86:
Data not available

The state-university system plans to request new funds from the legislature to develop affirmative-action programs. The Board of Regents will conduct a teacher-training study and is expected to issue a report next spring. The board will also conduct an in-depth demographic study of the state and report on how demographic changes will affect the state's colleges and universities.

MICHIGAN



For 1985-86:
$1.1-billion—Up 26%

A task force of the State Board of Education is studying affirmative action in higher education. The state board is also developing a new data base on higher education. The state's 15 public four-year colleges are starting new economic development programs with $25-million in state funds after a controversy about whether those funds should have been more narrowly distributed.

MINNESOTA

For 1985-86:
Data not available

A new statewide program allows students in grades 11 and 12 to enroll at no cost in courses at selected colleges and universities. The Higher Education Coordinating Board will conduct a legislatively mandated evaluation of the roles of different parts of the state higher-education system. The state is substantially increasing financial aid for part-time students.

MISSISSIPPI

For 1985-86:
$398.9-million—Up 15%

Higher-education officials will focus on meeting the goals of the Education Reform Act of 1982 to improve teacher-education curricula and raise admissions standards. Colleges of teacher education plan to work more closely wtih public schools to provide better education for teachers and develop new mid-career development programs for current teachers.

MISSOURI

For 1985-86:
$453.9-million—Up 25%

The Coordinating Board for Higher Education will review public institutions' plans for meeting its recommendations that they diversify their programs and create more distinctions among the four-year institutions. The coordinating board will complete statewide reviews of health-science and graduate teacher-education programs in October.

MONTANA

For 1985-86:
$108.2-million—Up 5%

Montana's university system will revise the mission statements of all its institutions in the next year, based on seven-year academic plans submitted by each college and university. Institutions and the legislature are studying financing of higher education, especially in connection with the changing role of the federal government. A special legislative committee is studying the governance of postsecondary vocational-education programs.

NEBRASKA

For 1985-86:
$215.0-million—Up 10%

The governor and legislature are reorganizing the postsecondary-education coordinating board after abolishing the existing Nebraska Coordinating Commission for Postsecondary Education. The state-university system will plan for continued austere budgets because of a crisis in the state's agricultural economy.

NEVADA

For 1985-86:
$94.4-million—Up 25%

The Board of Regents will work with the State Economic Development Board to find ways for higher education to aid the state's economy. The Board of Regents and colleges and universities will prepare for higher admissions standards due to take effect in 1989 by working with high-school teachers and counselors. The board has established a working group on telecommunications as part of a drive to use new technologies to reach rural populations.

NEW HAMPSHIRE

For 1985-86:
Data not available

The state is drawing up a plan to encourage bright high-school graduates to stay in New Hampshire to attend college. The plan will include special merit scholarships. The Postsecondary Education Commission plans to study telecommunications laws this year, to try to regulate institutions that broadcast courses into the state. The legislature is expected to discuss reform of teacher education and the need to improve the quality and quantity of public-school teachers, especially in science and mathematics.

State appropriations data are compiled by M. M. Chambers of Illinois State University. Included are tax funds for colleges' operating expenses, scholarships, statewide boards, and funds to other state agencies that are later allocated to colleges. Not included are capital funds and money from other sources, such as student fees. Changes are calculated over two years to even out annual variations that may occur. The Chronicle will publish this fall a full report of 1985-86 state appropriations, by institution.

Continued on Following Page

85-86 In Washington and the States: Hearings, Regulations, New Reports, Studies

Continued from Preceding Page

constitutional guarantee of equal protection of the laws violated by a collective-bargaining agreement with a school district limiting layoffs of minority-group teachers, where there are no past findings of racial discrimination?

► *Chicago Teachers Union, Local No. 1 v. Hudson* (Case No. 84-1503).

QUESTION: Do non-union employees' rights to due process of law require procedures assuring that mandatory fees deducted from their wages for collective bargaining will not be spent on any other union activities?

► *U.S. v. American College of Physicians* (Case No. 84-1737).

QUESTION: Is the income from the sale of commercial advertising space in a journal published by a tax-exempt medical association "unrelated business income" subject to taxation, or is it substantially related to the tax-exempt purpose of the organization and thus not subject to tax?

■

FEDERAL AGENCIES will be busy in the coming year. Here is a list of what to watch for:

DEPARTMENT OF EDUCATION

Regulations

Final rules formalizing the department's procedures for recovering grant or contract money that auditors determine has been misspent are scheduled to be issued next spring. Contact: David T. Dexter, (202) 472-6032.

Final rules reorganizing and consolidating regulations governing the Guaranteed Student Loan and the Parent Loans for Undergraduate Students Programs are scheduled to be issued in December. Contact: Larry Oxendine, (202) 245-2475.

Final rules clarifying the standards that postsecondary institutions must meet to be eligible to receive aid, and for their students to be eligible to receive aid, are scheduled to be issued in November. Contact: Morris L. Brown, (202) 245-9703.

Final rules requiring institutions to verify that students receiving aid through the Guaranteed Student Loan, National Direct Student Loan, College Work-Study, and Supplemental Educational Opportunity Grant programs have given correct information on their applications are scheduled to be issued in November. Contact: Fred Sellers, (202) 472-4300.

Final rules aimed at reducing the default rate in the National Direct Student Loan Program are scheduled to be issued in December. Contact: Margaret Henry, (202) 245-9720.

Final regulations clarifying and streamlining procedures that institutions must follow in administering federal student-aid programs, including determining whether students without high-school diplomas are eligible for aid, are scheduled to be issued this month. Contact: Gail L. Cornish, (202) 472-4300.

Final rules simplifying and clarifying requirements for enforcing the Family Educational Rights and Privacy Act are scheduled to be issued in December. Contact: Patricia Ballinger, (202) 472-6032.

Studies

Following a study of colleges' procedures for assuring that student financial aid is distributed in correct amounts to eligible students, regulations will be proposed. A report on the study is expected to be issued in December. Contact: Fred Sellers, (202) 472-4300.

Information from a study to determine compliance with regulations requiring students to register with the Selective Service before receiving federal student aid will be cross-checked with the Selective Service System's registration records. The study is to be conducted annually study, starting this fall. Contact: Michael High, (202) 472-4300.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Regulations

Final rules requiring institutions to adopt policies and procedures for investigating possible misconduct in science research, including fabrication, falsification, or plagiarism of research findings as well as mistreatment of laboratory animals, are scheduled to be issued next March. Contact: William F. Raub, (301) 496-1096.

Final regulations tightening borrowing and collection procedures under the Health Education Assistance Loan Program are scheduled to be issued in January. Contact: Peggy Washburn, (301) 443-4540.

DEPARTMENT OF LABOR

Regulations

Final rules requiring an annual report on the employment of military veterans by recipients of federal contracts are scheduled to be issued in January. Contact: Joseph C. Juarez, (202) 523-9110.

Final regulations establishing and consolidating all non-discrimination and equal-employment-opportunity requirements that recipients of funds from the department must follow are scheduled to be issued next February. Contact: William J. Harris, (202) 523-8927.

Final regulations for an executive order barring job discrimination by recipients of federal contracts, designed to reduce paperwork and insure that contractors hire the best qualified person regardless of race, color, religion, sex, or national origin, are scheduled to be issued in December. Contact: Leonard J. Biermann, (202) 523-9426.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Reviews

A decision on whether or not the agency should issue new regulations updating and consolidating interpretations and procedures for employers to use in carrying out the Equal Pay Act of 1963 is expected this month. Contact: Allyson K. Duncan, (202) 634-6460.

Proposed rules based on a review of possible changes in the agency's Uniform Guidelines on Employee Selection Procedures, which require employers to demonstrate that their procedures are nondiscriminatory, are scheduled to be presented to the commission next February. Contact: Jeffrey I. Zuckerman, (202) 634-6700.

NATIONAL CENTER FOR EDUCATION STATISTICS

Reports

"Commissioned Papers on Assessment in Higher Education," a compilation of six papers, is scheduled to be released next month.

"Involvement in Learning" is scheduled to be released in December. It is the proceedings of the National Conference on Assessment in Higher Education, to be held in October.

"College Costs: Basic Student Charges, Two-year and Four-year Institutions, 1984-85," is scheduled to be released early next month. It lists institutions and what they charge for tuition, room and board, other fees.

"Institutions of Higher Education: Indexed by State and Congressional District, 1984-85" is scheduled to be released early next month.

"Education Directory, Colleges and Universities, 1984-85" is scheduled to be released in late December.

Topics of other reports to be issued by December: Enrollment trends, price indicators for higher education, earned degrees, vocational education, national estimates of participants, financial statistics of colleges.

NATIONAL INSTITUTE OF EDUCATION

Reports

"Financing Higher Education in the 50 States" is scheduled to be released late this fall.

"How States Compare in Financing Higher Education" is scheduled to be released next spring.

"Higher Education Reports," analyzing trends in higher education, is scheduled to be released next spring.

"Contexts For Learning: The Major Sectors of American Higher Education." No release date has been set.

"Starting with Students: Promising Approaches in American Higher Education" is scheduled to be released this fall.

"The Standardized Test Scores of College Graduates, 1964-82" is scheduled to be released this fall.

NATIONAL SCIENCE FOUNDATION

Regulations

Final regulations revising rules that prohibit discrimination on basis of race, color, or national origin in all programs receiving money from the agency are scheduled to be issued next spring. Contact: Brenda Brush (202) 357-9819.

Final rules establishing guidelines barring

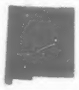
In the States: Concern About Quality of Education, Long-Range Planning;

NEW JERSEY

For 1985-86:
Data not available

The Department of Higher Education will study a plan to start administering a competency test to college students in their sophomore year. The legislature will consider a plan to establish criteria for state colleges to meet if they want to call themselves universities.

NEW MEXICO



For 1985-86:
Data not available

The governor recently proposed a major reorganization of the state-university system that would restrict graduate programs at some institutions. The legislature's Higher Education Reform Committee plans to review the governor's plan and conduct its own study of the financing and governance of public higher education. The state's Board of Educational Finance will study faculty salaries and issue a report on the effect of cutbacks in federal financial aid.

NEW YORK

For 1985-86:
$2.5-billion—Up 17%

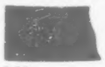
The Board of Regents is expected to focus attention on two issues outlined in its recent master plan for higher education—improving academic excellence and insuring access for all students who want a postsecondary education. The legislature, regents, and major colleges and universities are expected to discuss the troubled relationship between the state's private and public institutions.

NORTH CAROLINA

For 1985-86:
$1.1-billion—Up 25%

A governor's committee of 20 corporate chief executive officers is conducting a study of higher-education financing in the state. State higher-education officials are developing a plan to improve the financial health of the state's traditionally black colleges.

NORTH DAKOTA



For 1985-86:
$124.4-million—Up 13%

The legislature is studying the governance, financing, and organization of the state-university system. The Board of Higher Education is reviewing academic programs and looking for ones that can be eliminated to reduce spending.

OHIO

For 1985-86:
Data not available

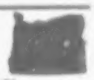
The General Assembly and the Board of Regents plan to evaluate the use of the "excellence challenge funds" in the higher-education budget. State political and higher-education leaders plan to discuss the role of colleges and universities in economic development. The state-university system plans to study the budget process with the aim of obtaining more funds for maintenance.

OKLAHOMA

For 1985-86:
Data not available

The legislature has commissioned an outside study of the functions of the state's colleges and universities, to see whether the state has the proper number of institutions for its population. The Oklahoma State Regents for Higher Education and the institutions will conduct a special review this year to try to weed out programs that are not needed due to low enrollment or that are duplicative.

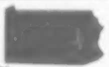
OREGON



For 1985-86:
$312.2-million—Up 14%

State leaders will continue to discuss the role of higher education in economic development. The Educational Coordinating Commission and community-college leaders are developing a comprehensive educational plan, which is expected to be completed in March. State colleges and universities plan to continue to examine existing programs, looking for duplication.

PENNSYLVANIA



For 1985-86:
$1.1-billion—Up 16%

The Department of Education will complete the second part of its master plan for higher education, which will address the coordination of institutions and links between higher education and industry. The governor and legislature will discuss ways to carry out the recommendations of a report submitted in April by the Commission on Financing Higher Education, which stressed the need for increased funds to pay for student financial aid.

RHODE ISLAND

For 1985-86:
$110.4-million—Up 13%

State educational and political leaders are expected to study the effects of the state's decision to raise admissions standards for public colleges. College and university officials plan to continue to work closely with secondary-education leaders to improve the overall quality of education in the state.

SOUTH CAROLINA

For 1985-86:
Data not available

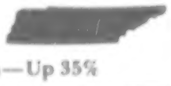
A General Assembly–commissioned study of the higher-education system is due to be completed by an outside consulting firm in February. The Commission on Higher Education will review all education-related programs in the state. State leaders plan to review the progress made in South Carolina's five-year plan, now in its last year, for eliminating vestiges of segregation in its public colleges and universities.

SOUTH DAKOTA

For 1985-86:
Data not available

The Board of Regents, legislators, and institutions will address quality issues by reviewing admissions requirements, the role of remedial education, and the use of testing at colleges to determine student achievement. Colleges and universities will consider starting the academic year after Labor Day in response to pressure from the public and legislature. The Board of Regents will study faculty salaries and is expected to lobby for increased funds for salaries.

TENNESSEE



For 1985-86:
$547.8-million—Up 35%

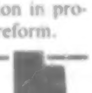
The governing boards of the state universities are working with local public-school districts to prepare for higher college-admissions standards. The Board of Regents is studying the role of community colleges in providing remedial education. Research universities are engaged in a major effort to upgrade equipment.

TEXAS

For 1985-86:
Data not available

The state-university system is expected to plan for continued budget constraints because of declines in the state's oil revenues. The state coordinating board and the legislature plan to study teacher education and the role of higher education in promoting overall education reform.

UTAH



For 1985-86:
$249.4-million—Up 26%

The Board of Regents and college and university officials are looking at the effects of the state's population growth on the financing of higher education. State political and higher-education groups are continuing to study "excellence issues" in higher education. The legislature is studying long-range planning for the state higher-education system.

discrimination on the basis of handicap in programs receiving money from the agency are scheduled to be issued next spring. Contact: Brenda Brush, (202) 357-9819.

Draft regulations to establish guidelines for enforcing Title IX of the Education Amendments of 1972 barring sex bias in federally assisted educational programs are scheduled to be issued this fall. Contact: Brenda Brush, (202) 357-9819.

Final regulations revising patent rules by removing restrictions on the licensing of inventions developed with funds from the agency are scheduled to be issued this fall. Contact: John Chester (202) 357-9447.

WHITE HOUSE OFFICE OF SCIENCE AND TECHNOLOGY POLICY

Policies

A model policy for the protection of human subjects of biomedical and behavioral research, to be adopted by appropriate federal agencies, is scheduled to be made final in January. Contact: Bernadine Healy, (202) 395-5101.

A final policy statement for federal agencies to use in regulating the products of genetic engineering is scheduled to be issued in January. Contact: Bernadine Healy, (202) 395-5101.

Report

"The Health of Universities" is scheduled to be released this fall.

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THESE REPORTS on state and federal issues are due to be published in the coming academic year by non-governmental sources:

AMERICAN COUNCIL ON EDUCATION

"Student Financial Aid to Full-time Undergraduates, Fall 1985" is scheduled to be released in November.

"Community College Students and Financial Aid: Unique Needs and Scarce Resources" is scheduled to be released this month.

A report on minority students and financial aid is scheduled to be released this fall.

A report on unmet need among financial-aid recipients is scheduled to be released this fall.

COLLEGE BOARD

A report on state loan-forgiveness programs for schoolteachers is scheduled to be released next month.

The third annual report on trends in federal student financial aid is scheduled to be released this fall.

A report on state and institutional work-study programs is scheduled to be released this fall.

A report on parental efforts to pay for college is scheduled to be released this fall.

A report on who benefits from federal student-aid programs is scheduled to be released this fall.

A review of state loan-guarantee agencies and their financing is scheduled to be released this fall.

A framework for determining if federal student-aid programs are working is scheduled to be released early in 1986.

EDUCATION COMMISSION OF THE STATES

An interim report from a three-year project to develop effective state policies for improving undergraduate education is scheduled to be released in January.

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WHILE CONGRESS was on vacation last month, President Reagan signed two pieces of legislation of interest to higher education:

▶ The nursing-education bill, HR 2370: Extends programs for three years and authorizes $54.1-million for fiscal 1986 (Public Law 99-92).

▶ The supplemental appropriations bill for fiscal year 1985, HR 2577: Provides an extra $720-million for interest subsidies on Guaranteed Student Loans and an additional $28 illion for Pell Grants (Public Law 99-88).

Appropriations

Continued from Page 63

VERMONT

For 1985-86:
$44.6-million—Up 12%

The Vermont Higher Education Planning Commission is preparing a draft of a report on the availability of higher-education programs and new links between higher education and industry. The planning commission and the legislature are examining demographic trends in the state. College and university planners will devote increased attention to the impact of federal student-aid proposals on state planning for higher education.

VIRGINIA

For 1985-86:
$767.1-million—Up 24%

The State Council of Higher Education is studying ways to measure the performance of college students. Higher-education institutions, concerned about recent rapid increases in tuition, plan to study the effects of those increases on the diversity of their student populations.

WASHINGTON

For 1985-86:
Data not available

The Council for Postsecondary Education plans to study the financing and enrollment policies of state colleges and universities. The state universities and the legislature plan to study ways to meet the educational needs of rural communities.

WEST VIRGINIA

For 1985-86:
$233.1-million—Up 17%

The Board of Regents will try to work toward two goals for 1990: raising faculty salaries and increasing the percentage of college-bound high-school graduates to the averages of other Southern states, as calculated by the Southern Regional Education Board.

WISCONSIN

For 1985-86:
Data not available

The state's university system is planning for an expected enrollment decline in the next decade. The president of the University of Wisconsin has asked all campuses to improve the documentation of their unique programs and eliminate duplicative programs. Academic leaders plan to work more closely with industry.

WYOMING

For 1985-86:
$110.4-million—Up 7%

The Community College Commission is considering the creation of a new community college. The University of Wyoming will be expanding programs for outlying communities through telecommunications and traveling professors.

The Agenda for Congress

LEGISLATION	PURPOSE	CURRENT STATUS	WHAT'S NEXT
Arts and Humanities S 1264, HR 2245	Would extend the life of the National Endowments for the Arts and the Humanities and the Institute of Museum Services. Senate bill would set spending ceilings at fiscal 1985 levels; House bill would set no ceilings.	SENATE: Ordered reported by committee. HOUSE: Reported by committee.	Senate and House expected to vote this fall.
Civil Rights S 272, HR 700	Would specify that laws barring bias on the grounds of race, sex, religion, age, and handicap apply to an entire educational institution if any part of it receives federal funds.	SENATE: Hearings under way. HOUSE: Different versions reported by two committees.	No further action scheduled; status uncertain.
Health Professions HR 2410, S 1283	Would extend health-professions training programs for three years and freeze authorized spending for most programs in fiscal 1986 at this year's level.	SENATE: Passed. HOUSE: Passed.	House-Senate conference committee expected to meet this month to resolve differences.
National Health Service Corps HR 2237, S 1285	Senate bill would authorize 450 new scholarships over three years; House bill, 1,175 new scholarships. Senate bill would authorize $73.4-million in fiscal 1986; House bill, $83.3-million.	SENATE: Passed. HOUSE: Reported by committee.	House expected to vote this month.
National Institutes of Health S 1309, HR 2409	Would create a new institute for arthritis, musculoskeletal, skin diseases; require new guidelines for use of animals in experiments. Senate bill would extend heart and cancer institutes for three years; House bill, for one year. House bill would add nursing institute.	SENATE: Passed. HOUSE: Passed.	House-Senate conference committee expected to meet this month to resolve differences.
National Science Foundation S 801, HR 1210	Would freeze spending in fiscal 1986 at the 1985 level of $1.5-billion, including $50.5-million for science education.	SENATE: Ordered reported by committee. HOUSE: Passed.	Senate expected to vote this month.
Tax Reform	Administration proposal would restrict deductibility of charitable contributions, narrow the scope of credits for corporate-supported research, eliminate the deductibility of state and local taxes, and curtail the use of tax-exempt bonds for student loans and facilities.	SENATE: Hearings under way. HOUSE: Hearings under way.	House expected to begin drafting a bill this month.

Appropriations Bills

LEGISLATION	PURPOSE	CURRENT STATUS	WHAT'S NEXT
Agriculture HR 3037	Would provide $276-million for the Cooperative State Research Service and $341-million for the Extension Service in fiscal 1986.	SENATE: No action yet. HOUSE: Passed.	Senate expected to draft its version this month.
Arts, Humanities, and Museum Services HR 3011	Would provide $166.7-million for the National Endowment for the Arts, $139.5-million for the National Endowment for the Humanities, and $21.6-million for the Institute of Museum Services for fiscal 1986.	SENATE: No action. HOUSE: Passed.	Senate expected to draft its version this month.
Civil Rights HR 2965	Would provide $12-million for the Commission on Civil Rights and $165-million for the Equal Employment Opportunity Commission.	SENATE: No action yet. HOUSE: Passed.	Senate expected to draft its version this month.
Department of Energy HR 2959	House bill would provide $1.49-billion for general science and research activities, magnetic-fusion activities, and basic energy sciences in fiscal 1986. Senate bill would provide $1.5-billion for general science and research, magnetic-fusion activities, and basic energy sciences.	SENATE: Passed. HOUSE: Passed.	House-Senate conference committee expected to meet this month to resolve differences.
National Archives HR 3036	Would provide $103.5-million for fiscal 1986.	SENATE: Ordered reported by committee. HOUSE: Passed.	Senate expected to vote this month.
Science and Veterans HR 3038	Senate version would provide $1.54-billion for National Science Foundation; House version, $1.52-billion. Senate version would provide $771-million for GI Bill education benefits; the House's, $892-million.	SENATE: Ordered reported by committee. HOUSE: Passed.	Senate expected to vote this month.

Other Issues

Budget. To comply with the fiscal 1986 budget resolution Congress passed in August, committees must draft legislation that, among other actions, trims $800-million from the Guaranteed Student Loan Program over three years, freezes spending on health-manpower programs at about $225-million, and limits spending for medical education paid for by the Medicare program.

Taxes. Several tax provisions that benefit colleges and universities expire December 31 and could be extended by Congress, including:

▶ Research. A credit that allows companies to write off a portion of their research-and-development costs, including their sponsorship of university research projects.

▶ Housing. A ban on taxation of subsidized faculty housing provided by colleges.

▶ Tuition benefits. A provision allowing companies to provide their employees with up to $5,000 in tax-free tuition benefits.

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South Africa Bans Big Organization of Students; First Confrontation Hits an Afrikaans Campus; U.S. Colleges Face New Pressure on Holdings

Pressure in U.S.

By ROBERT L. JACOBSON

Deepening social and economic troubles in South Africa have put new pressure on American colleges and universities to stop investing in companies that do business there. So far, however, most institutions do not appear to be any closer to taking such action than they were after last spring's wave of anti-apartheid demonstrations.

College trustees and administrators have shown heightened interest in divestment issues over the past several months, according to many sources. Campus officials also expect a renewal of student activism throughout the country this fall, with advocates of divestment underscoring the South African government's crackdown on dissent since mid-July and the growing loss of international confidence in that nation's economy.

In terms of campus policy in the United States, however, little has changed. Although some governing boards announced reviews of their policies on investments before the latest turmoil in South Africa, the number of actual divestment decisions remains limited.

A Few Notable Exceptions

"The overwhelming majority of institutions take the position that it's inappropriate to [use] the university's trust assets for a political objective, no matter how laudable," Robert M. Rosenzweig, president of the Association of American Universities, said last week.

There have been a few notable exceptions to the general pattern in recent days, however:

► At Columbia University, a special committee of the board of trustees advised

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Strife in South Africa

By HELEN ZILLE

CAPE TOWN

Intensifying its crackdown on opponents of apartheid, the South African government has banned the Congress of South African Students—the largest organization of secondary-school students in the country—and detained Allan Boesak, president of the World Alliance of Reformed Churches and chaplain at the University of the Western Cape. Mr. Boesak was being held under a law that allows for indefinite detention without trial.

For the first time, students from an Afrikaans-language institution—the University of Stellenbosch—staged an anti-apartheid protest. About 250 students at the university, known as the "cradle of Afrikaner nationalism," carried placards reading "The state is the emergency" and "Away with apartheid." They demanded an end to the state of emergency declared by the government of President Pieter W. Botha and the release of all detainees.

Located in Stellenbosch, about 30 miles from Cape Town, the university is the alma mater of most of the important leaders of the Nationalist Party, which has governed South Africa since 1948. President Botha is the institution's chancellor, and the late Hendrik Verwoerd, the architect of apartheid, was a Stellenbosch professor before he entered politics.

The protest was organized by a small group of colored (mixed race) students at the university who were supported by a group of whites. The marchers were con-

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States Questioning Role of Colleges in Remedial Study

By SCOTT JASCHIK

State political leaders increasingly question the value of providing remedial education at public institutions of higher education.

At the same time, many believe college and university leaders must become more involved in insuring that high-school graduates are better prepared for postsecondary education.

Many legislators at the recent meeting of the National Conference of State Legislatures in Seattle expressed disdain for remedial programs at the college level, calling them wasteful and ineffective. They proposed a variety of ways to reduce the need for such programs, including raising high-school graduation requirements, improving communication between state planners for secondary and postsecondary education, and eliminating credit for remedial courses in higher education.

Sheila Lumpe, a Democrat who serves on the appropriations committee of the Missouri House of Representatives, said public colleges and universities "should

Continued on Page 20, Column 1

Appeals Court Overturns 'Comparable' Pay Order

An appeals court has overturned a ruling that Washington State must correct disparities in the pay of male and female employees. The action is likely to be cited in other challenges to "comparable worth." Page 19.

Colleges Try Tests and Training to Make Sure Foreign TA's Can Be Understood

By SCOTT HELLER

When Rhonda Pringle first had trouble understanding her foreign instructor's lectures on statistics, she vowed to study harder and make the best of it.

When the problems persisted, she spoke to friends who were also taking math at Kent State University, and found that they too had problems with graduate teaching assistants from other countries.

Then she called her mother.

Barbara C. Pringle, a state representative from Cleveland, took her daughter's complaints seriously. Asking around, she discovered that her friends' children were suffering similarly at Ohio's public universities.

In April, Representative Pringle introduced a bill that would require the state's public colleges and universities to test teaching assistants on their oral proficiency in English. The bill is expected to pass the full legislature by the end of the year.

"When the bill finally hit committee, I saw smiles on the faces of half the group," Ms. Pringle said. "Obviously, they knew about the problem from their own children."

Dependency Has Grown

While legislated academic requirements are unusual, Ms. Pringle's efforts in Ohio reflect a nationwide drive to guarantee that foreign-born teaching assistants, especially those in public institutions, are competent in English.

Statistics show that colleges and universities have become more dependent on foreign graduate students to teach courses, especially in computer science, engineering, and mathematics. But with their increased numbers have come loud complaints from irate students and parents who charge that instruction by foreign T.A.'s in large lecture classes is often unintelligible.

In one instance, students enrolled in night courses at the University of Pittsburgh were given their money back after they complained that they could not understand their instructors.

As a result, more and more institutions are demanding that graduate students pass tests to demonstrate their ability to speak English before they are granted teaching assistantships.

Tied to the testing on many campuses are orientation and training sessions that attempt to acclimate the foreign T.A. to an American classroom, which may be dra-

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News Summary

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A pull-out section listing fall and winter events in academe follows Page 46.

Sociologists and psychologists call for more research on nuclear issues. Stories on Page 7.

The debate over economic-development policy is marked by a paucity of data, political scientists say. Story on Page 11.

Six states have laws requiring colleges to disclose large gifts from foreign sources. Story on Page 17.

Congress will hold a hearing this week on the issue of deteriorating campus facilities, colleges' most costly problem. Story on Page 17.

The 150th anniversary of Andrew Carnegie's birth was marked by an international gathering in his hometown of Dunfermline, Scotland. Story on Page 29.

More than 900 scholars have traveled to far-flung research collections thanks to grants from the National Endowment for the Humanities. Story on Page 31.

Thousands of parents are attending college as part of orientation programs designed to give them a sense of the 1980's college scene. Story on Page 37.

Enforcement procedures of the N.C.A.A. are about to undergo review, now that penalties are to be toughened. Story on Page 41.

Peru is the home of the oldest university in the hemisphere, but higher education there has fallen on hard times. Story on Page 85.

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fund, and a bond fund, as well as the fund for short-term investments.

Dormitory-Assault Victim Sues for $6-Million

A graduate student has sued Northwestern University for $6-million, charging that the university failed to provide adequate security in her residence hall. According to the suit, the student was sexually assaulted and robbed after the assailant forced his way into her apartment in the university-owned residence.

The suit, filed in Cook County Circuit Court, cited a lease the student signed last November, which specified that the university would provide adequate security.

Victim of Prank Sues Fraternity

A student at Ferris State College has sued a fraternity and seven students over a 1984 prank that her lawyer says nearly killed her.

Ann M. Doherty said she had been kidnaped by members of Pi Kappa Alpha fraternity on October 30, 1984, and forced to drink a bottle of tequila. She was taken to a hospital about two hours later, her suit says.

The college's Interfraternity Council required the local Pi Kappa Alpha chapter to issue an apology to Ms. Doherty and to take part in an alcohol-awareness program. No other disciplinary action was taken, a college spokesman said.

The lawsuit, filed in Oakland County Circuit Court, asked for at least $10,000 in damages from seven Ferris students and the local and national fraternity. The college is not named in the suit.

Corrections

► In a table ranking colleges and universities in the production of Ph.D.'s (*The Chronicle*, August 7), the University of Rochester—not the Rochester Institute of Technology—should rank 44th in the percentage of bachelor's-degree recipients in all fields who go on to earn Ph.D.'s.

► An article on a study of proprietary schools by the General Accounting Office (*The Chronicle*, August 14) reported that the G.A.O. had studied administration of the Pell Grant program at 1,165 institutions. The agency examined procedures at 35 institutions and extrapolated its findings to the 1,165 in its larger sample.

► An article on the fiscal 1986 appropriation for Energy Department programs (*The Chronicle*, July 24) stated that a $6-million proposal for a science-and-technology center at Atlanta University had not been screened by scientists. The department had, in fact, approved the proposal, but it was not included in President Reagan's fiscal 1986 budget request and was not considered by the committees that drafted bills authorizing energy-department programs. It was added to the bill providing money for the agency by the House Appropriations Committee.

► An article on the N.C.C.-Telecommunications Conference (*The Chronicle*, August 14) reported that it would be held this month at the Philadelphia Civic Center. The conference is scheduled for September 8-10, 1986.

17 State Colleges Win Awards for Teacher-Education Plans

WASHINGTON

Seventeen teacher-education programs have been designated winners of the first annual "Showcase for Excellence" awards of the American Association of State Colleges and Universities.

The programs were selected from 83 entries submitted to the association, whose 364 member institutions award about half of all undergraduate degrees in education in the United States each year. The competition was sponsored by the association and the Saga Corporation, with additional funds from the American Can Company Foundation.

Following are the winning institutions and brief descriptions of their programs:

Ball State U.—For a program enabling students to consider early in their undergraduate studies whether to pursue careers in elementary-school teaching.

California State Polytechnic U. at Pomona—For "PolyNet," a televised system in which students in high-school classrooms have "live audio interaction" with an instructor in a studio classroom.

California State U. at Fullerton—For an applied-research project to develop high-school students' critical-thinking skills.

California State U. at Stanislaus—For a year-long "field based" program in which student teachers combine theory and practice.

Eastern Michigan U.—For a curriculum in which teacher trainees study science themselves while learning how to teach it in elementary schools; also, for a staff-development program in which teachers help solve "critical professional problems" in their schools.

Emporia State U.—For workshops and "multi-phase training institutes" on curriculum development for school-district leaders.

Grambling State U.—For a program, including new curricula and stricter admission standards, to improve university students' performance on examinations for prospective teachers.

Illinois State U.—For a collaborative project by teachers and researchers to develop instructional procedures that enhance elementary-school students' reading comprehension and writing skills.

Northern Arizona U.—For a center that operates a "university without walls" for school personnel throughout the state.

Tennessee Technological U.—For a longitudinal model for evaluating teacher-education programs and their graduates.

U. of Alaska at Fairbanks—For a year-long program of "cross-cultural orientation" for educators who teach in remote villages.

U. of South Florida—For an honors program to attract talented students to the teaching profession.

U. of Wisconsin at Whitewater—For a program of special help to new schoolteachers by university and school personnel.

Western Kentucky U.—For a consortium on professional development for school personnel involving the college of education and 24 public-school districts, as well as parochial schools in those districts.

Western Oregon State College—For a "quality assurance program," developed by a joint school of education of Western Oregon and Oregon State U., that guarantees satisfactory first-year teaching performances by their graduates and provides additional courses and other services for those who do not measure up.

Western Washington U.—For a National Rural Development Institute that developed preservice curriculum modules for educators who work with disabled rural students.

After a Short-Term Job in City Schools, a Dean Returns to 'Ponder and Reflect'

By GAYNELLE EVANS

KANSAS CITY, MO.

PHOTOGRAPH FOR THE CHRONICLE BY FRANK NIEMEIR

Eugene E. Eubanks: Running a city school system is like "trying to repair the tracks while the train is moving with 35,000 kids on it."

None love the messenger who brings bad news, Sophocles warned. But after Eugene E. Eubanks presented the Board of Education with a detailed list of problems in the city's school district and a set of recommendations for correcting them, the board liked him so much that it hired him as interim deputy superintendent of schools.

The next year, however, when the board offered Mr. Eubanks a permanent position as superintendent of schools, he turned the job down. He chose instead to return the University of Missouri, where he is dean of the school of education.

"There's a man who has his values in place," says Henry Givens, Jr., president of Harris-Stowe State College and a long-time associate of Mr. Eubanks. "Although he would have made much more money and would have been much more visible, he did not want to be a superintendent, he wanted to be a dean."

Says Mr. Eubanks, "Trying to repair the tracks while the train is moving with 35,000 kids on it" lost out to having "significantly more time to think, ponder, and reflect" at the university.

Mr. Eubanks's two-year stint with the school system began in 1983, when he became the first U.M.K.C. dean to participate in the university's Community Fellows program, which pays salaries for faculty members and administrators who are granted time off to work outside of the university.

During the 1983-1984 academic year, Mr. Eubanks served as a special consultant to the superintendent of schools. He studied the academic, administrative, and organizational problems that plagued secondary schools in the troubled, 35,000-student district.

In April 1984, he presented the board of education with a hard-to-swallow list of the district's problems at both the high-school and junior-high levels. At the same time, Mr. Eubanks gave his recommendations for solving those problems, which included declines in both teachers' morale and students' achievement scores, and an increasing number of suspensions.

A New Promotion Policy

Among his recommendations were a new promotion policy for junior-high students that is based on minimum-competency scores in reading and math, daily teacher-training workshops, and increased district support of programs to tutor low-achieving students.

As part of his report, Mr. Eubanks also recommended the creation of a new position, that of an assistant to the superintendent of schools. The school board, interested in giving Mr. Eubanks time to put his recommendations into effect, in turn offered him the new job on an interim basis. The board also offered to pay his salary for the 1984-85 academic year if the university would grant him an additional year's leave of absence.

"We are not a social-service agency, but we do have unique resources that the community can benefit from," says Eugene P. Trani, the university's vice-chancellor of academic affairs and Mr. Eubanks's boss. "At the same time, our faculty and staff can benefit from service in the community."

During Mr. Eubanks' association with the district, both achievement-test scores and student retention rates improved. But more importantly, says Mr. Eubanks, "there is new hope in the community that we can make Kansas City schools even better."

Mr. Eubanks, a former high-school principal, earned his doctorate in education administration from Michigan State University in 1972 and came to the school of education at the University of Missouri in 1974 as an assistant dean and associate professor. He was named dean of the school in 1980.

Although he enjoys working in higher education, Mr. Eubanks says he was "enthused" about the opportunity to implement his recommendations.

The university receives a significant amount of its population from the school district, Mr. Eubanks adds. "If we can improve the performance of our students in the public schools, they will have more success at the university level."

Problems in the school district had been building since 1977, when it lost its "AAA" rank, the top rating granted to school districts by the Missouri Department of Elementary and Secondary Education's division of instruction.

The problems culminated when the U.S. District Court for the Western District of Missouri, ending a seven-year desegregation suit, found that the condition of the city schools was the result of *de jure* segregation. In September 1984, one month after Mr. Eubanks started working as the interim deputy superintendent, Judge Russell G. Clark ordered the district to come up with a plan to desegregate and remedy problems in the city's schools within nine months. The job fell to Mr. Eubanks.

"He had a considerable amount of experience in the area of desegregation," says John A. Minor, then superintendent of schools. "Getting him on the staff at this time was a natural marriage. By that time, he knew the district and the people."

'Huge Upwelling of Support'

Mr. Eubanks had helped draft desegregation plans for city schools in Cleveland, St. Louis, and Detroit. But in Kansas City he coordinated the efforts of civil-rights lawyers, activists, educators, and parents to draft a desegregation plan and, at the same time, carried out his recommendations to improve the performance of students in the city's secondary schools.

In January 1985, Mr. Minor resigned as superintendent. "There was a huge upwelling of support encouraging Gene to take the job," says Arthur A. Benson, II, a lawyer who represented the district's children in the desegregation suit. "It came from conservative white businessmen on one side, and the black, white, and Hispanic civil-rights activists on the other side. It included everyone else between."

In June of this year, the court ordered the district to begin making $4-million worth of educational improvements this fall and told the state and the city to pay for them. Mr. Eubanks was subsequently appointed by Judge Clark as chairman of the 10-member committee designated to monitor implementation of desegregation plan.

"I think Gene was successful because he was independent and could approach matters because he thought they were right, not because he was afraid of losing his job," says Fred L. Heine, a former Kansas City high-school principal and who is the school board's president. "He may feel that he can have more impact on educating kids by working at a university, but he has done a whale of a job for us."

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Nuclear-fusion research has been set back by flagging federal support. Story on Page 7.

Stricter rules for the administration of Pell Grants have forced thousands of students to start classes without them. Story on Page 13.

Proposed changes in the awards made by the Fund for the Improvement of Postsecondary Education encountered criticism on Capitol Hill last week. Story on Page 13.

Programs in Afro-American studies are well established despite low enrollments, says a report from the Ford Foundation. Story on Page 30.

Off-campus retreats for faculty members are coming back into their own as a way to build professors' morale. Story on Page 31.

The federal government and four universities are close to agreement on how much access foreign nationals should have to supercomputers. Story on Page 34.

Many colleges are considering changes in the way they handle large demonstrations by students. Story on Page 35.

The football program at the University of Colorado at Boulder is the focus of a controversy over the "born-again Catholicism" of its head coach. Story on Page 37.

Canada's universities received a go-ahead to compete for research contracts under President Reagan's "Star Wars" program. Story on Page 39.

University students in India should be charged higher fees, the country's Ministry of Education has recommended. Story on Page 39.

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294 FEMALE CHIEF EXECUTIVES

Number of Woman College Presidents Has Doubled in Decade, Study Finds

By **BEVERLY T. WATKINS**

WASHINGTON

The number of women heading colleges and universities has almost doubled in the past decade, according to the American Council on Education. One in every 10 higher-education institutions now has a woman as its chief executive.

The council found in a new study that the number of woman presidents had grown by 93 per cent—from 148 to 286—between 1975 and 1984, for an average net gain of nearly 14 positions per year. So far in 1985, eight women have been appointed to presidencies formerly held by men, bringing the present total of woman executives to 294.

The number of women who head public higher-education institutions increased substantially, the study found. At the end of 1984, close to 36 per cent of the woman presidents headed public two- and four-year institutions, compared with slightly more than 10 per cent in 1975. The largest percentage continued to head private institutions, however.

Alice Chandler, president of the State University of New York College at New Paltz, said she was "highly encouraged" by the study's findings. "I've been a little bit nervous that this was a temporary phenomenon, but there seems to be a strong trend toward greater societal changes," she said.

Both Heartened and Disturbed

Ms. Chandler, who is acting provost of the State University of New York system until November 1, said, "I would like to believe that the caliber of performance of women, which has now been tested over the years, has led to a greater willingness for women to be accepted as chief executive officers."

Judy Touchton, associate director of the A.C.E.'s Office of Women in Higher Education, which conducted the study, called the findings both heartening and disturbing.

"The steady gains over the decade, unprecedented in our nation's history, demonstrate and symbolize very real changes in women's roles in our society," Ms. Touchton said.

However, she noted, "the numbers are growing so slowly. At the current rate, assuming no increase in number of institutions, there will not be an equal number of women and men presidents in U.S. colleges and universities until 2070. That's a long time—especially when there are so

Continued on Page 33, Column 1

Dramatic Changes in College Finance Sought in Canada

By **MARK GERSON**

OTTAWA

A government commission has recommended radical changes in the financing of higher education in Canada.

After a comprehensive review of economic and social policies and political institutions, the commission called for a system of tuition vouchers or tax credits for students, full institutional independence to set tuition levels, improvements in student aid, and an end to the transfer of federal funds to the provinces for higher education.

The commission criticized the "considerable parochialism" and "disciplinary isolation" of Canadian social scientists and the "defensive attitude toward the status quo" that it said it had found among faculty members and administrators at Canada's universities.

"We were disappointed not to hear more creative ideas about its own future from a sector which must be at the creative fore-

Continued on Page 40, Column 1

Nation Is Urged to Link College with Civic Goals

Commission chief seeks 'fundamental re-examination'

By **MALCOLM G. SCULLY**

WASHINGTON

The president of the Education Commission of the States has called for a "fundamental re-examination" of national policies toward higher education.

In a report issued here this week by the Carnegie Foundation for the Advancement of Teaching, the commission's Frank Newman says pressures for economic growth, mounting international competition in advanced technologies, and an urgent need for creative and civic-minded college graduates all demonstrate the need for a national debate over the effectiveness of higher education.

Arguing that "all young men and women should be encouraged to serve the country," Mr. Newman also calls for a variety of opportunities for national service.

"There is no longer a consensus on what a national education policy should be," Mr. Newman says in the report. "The country should not drift into some new posture toward higher education without thoughtful consideration of the consequences.

"A fundamental re-examination of the effectiveness of existing programs and the crafting of new policies to meet society's changing needs [are] critical."

Mr. Newman's report covers a wide range of policies—student financial aid, access to higher education for members of minority groups, improvement of scientific research and technological development, and changes in undergraduate programs to make students more creative, entrepre-

Continued on Page 18, Column 1

Excerpts from Newman report on higher-education policies begin on Page 17.

Public Universities Trying Tests and Surveys to Measure What Students Learn

By **SCOTT JASCHIK**

At the behest of legislatures and governing boards, a growing number of public colleges and universities are using "value-added" tests and surveys in an attempt to measure what students learn in college.

Although only a small number of states and institutions have adopted the value-added approach, the concept has attracted the attention of legislators and educators who want to make colleges more accountable for the education they provide.

Value-added tests compare students' achievement in academic subjects and in such "life skills" as analyzing a newspaper column, a mathematical table, or a television advertisement before and after certain set periods of college study, typically by using standardized examinations.

Proponents say the information obtained from the tests allows curricula to be refined and directed toward making up students' deficiencies. Students also receive a concrete measure of their education.

Critics have expressed concern that value-added testing on a statewide basis may hamper colleges' individuality by creating pressures for uniform curricula. They also warn that value-added testing may force professors to teach only subjects covered on the standardized tests.

Aim of the Tests

Value-added testing differs from the competency tests that Florida and Georgia recently instituted. Students in those states must pass tests of basic skills to enroll as juniors in public colleges.

Unlike the Florida and Georgia tests, which focus on reading, writing, and computation, value-added tests attempt to determine how the college experience has raised students' achievement in academic areas and improved their ability to function in society.

Although some colleges use value-added tests to advise students, they have not required students to score certain grades to advance to a higher level of education.

State coordinating boards require value-added testing in Tennessee and South Dakota. Several other states, including Colorado, Maryland, New Jersey, and Virginia, are considering similar requirements.

Individual institutions, public and private, ranging from large research universi-

Continued on Page 16, Column 1

$37-Million from Basketball Championship Helps NCAA Balance Its Biggest Budget

MISSION, KAN.

Thanks to a record-breaking $37-million in expected income from the 1986 men's basketball championship in its top division, the National Collegiate Athletic Association has adopted its largest budget ever, $49,367,000, for its fiscal year that began this month.

For its fiscal year that ended August 31, the association's controller, Louis J. Spry, projects a surplus of $1.4-million. Final, audited figures are usually not available until January.

The 1984-85 surplus also is largely the result of income from the Division I men's basketball championship, which exceeded the budgeted amount by some $1.8-million in 1985.

Nearly two-thirds of the income budgeted for 1985-86 will be returned to member institutions. Participants in the Division I men's basketball championship, for example, will share $20,715,600. Payment to each team will vary according to how well it performs in the tournament. Teams that make it to next spring's "Final Four" championship in Dallas are expected to receive $835,300 each, about 11 per cent more than the four teams in the 1985 championship received.

$846,000 from Dues

The budget also provides for $5.7-million to pay for transporting teams to N.C.A.A. championships, $2.6-million in championship-game expenses, and $1.9-million in per-diem allowances to teams traveling to championships.

Some other highlights of the 1985-86 N.C.A.A. budget:

► Income from membership dues is expected to total $846,000, an increase of 40 per cent from 1984-85.

► Legal costs are budgeted for $1,400,000, down 68 per cent from 1984-85, when the association paid more than $2-million in legal expenses, the second highest total in its history.

► The association's compliance and enforcement department, which has the responsibility of enforcing tough new anti-cheating legislation passed in June, is scheduled for a 46-per-cent budget increase, to $1,863,000.

► Expenses for Division II and Division III championships will drop sharply. Division II championships will be cut to $1,472,000, down 28 per cent. Division III championships will be cut to $1,569,000, down 18 per cent.

► To balance the budget, the association plans to transfer $660,000 from surpluses accumulated in a previous year. That same tactic was adopted in the 1984-85 budget.

► $739,500 is to be transferred to the income side of the 1985-86 budget from the N.C.A.A.'s Youth and Development reserve. Funds will not be needed in that program, the association says, because corporate sponsors will pay for its programs: Volunteers for Youth, National Youth Sports Program, sports clinics, specialized promotion projects, and drug education. —JOHN A. CROWL

NCAA's 1984-85 Spending, Income Compared with Budget for 1985-86

	1984-85 12-month (actual)	1985-86 budget (approved)	Pct. change
Revenues			
Division I men's basketball championship	$33,378,666	$37,023,000	+ 11%
Other Division I championships	3,993,958	4,015,000	+ 1%
Communications department	1,705,990	2,151,000	+ 26%
Football television assessments	1,199,400	1,200,000	—
Investments	1,040,000	900,000	− 13%
Publishing department	845,800	879,000	+ 4%
Membership dues	617,680	863,600	+ 40%
Transfer from Youth/Development Reserve	—	739,000	n/c
Transfer from 1983-84 surplus	775,000	660,000	− 15%
Division II championships	550,810	558,000	+ 1%
Division III championships	258,546	252,000	− 3%
General	154,805	126,400	− 18%
Total	$44,520,655	$49,367,000	+ 11%
Expenses			
Division I men's basketball championship	$20,947,280	$23,212,600	+ 11%
Other Division I championships	5,375,358	5,351,400	—
Communications department	2,851,600	3,532,000	+ 24%
Block grants to reserves	—	2,200,000	n/c
Compliance & enforcement department	1,275,600	1,863,000	+ 46%
Division III championships	1,906,065	1,569,000	− 18%
Division II championships	2,031,442	1,472,000	− 28%
Publishing department	1,257,100	1,418,000	+ 13%
Legal	2,059,200	1,400,000	− 68%
Administration department	1,234,740	1,314,000	+ 6%
Committees	943,000	1,141,000	+ 21%
General	814,900	1,104,100	+ 35%
Championships department	854,320	978,000	+ 14%
Rent	576,000	672,000	+ 17%
Development	465,000	618,100	+ 33%
Legislative services department	432,400	583,000	+ 35%
Funded operating reserve	—	500,000	n/c
Contingency	60,000	438,800	n/c
Total	$43,084,005	$49,367,000	+ 15%

n/c—not comparable

SOURCE: NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Religion and Football at a Public University

Continued from Preceding Page

has been whether Coach McCartney, a representative of a state-run institution, injected religion into a state-financed program and whether he had been "overzealous in transferring his fundamentalist beliefs to his program."

Last month, pressure from civil-liberties advocates led the university to affirm that its coaches had not imposed religion on players in the past, and to direct them not to do so in the future.

Until the controversy surfaced, many Colorado fans knew Coach McCartney only as the man who, in his first assignment as a head coach, had led the Buffaloes for three lackluster seasons of 7 wins and 26 losses.

Despite the team's poor showing, the coach was well regarded. Many fans knew of his religious fervor—it had been evident in well-publicized public lectures. But critics began to argue that as long as the coach was speaking in his role as a representative of the state-run institution, espousal of his particular beliefs was inappropriate.

Department Issues Guarantee

A more serious charge arose, too: that coaches and players who shared Mr. McCartney's religious attitudes were being given priority in hiring, recruiting, and playing assignments.

Dan Stavely, a former long-time assistant coach at Colorado, appeared to lend credence to this charge. Like Mr. McCartney, Mr. Stavely is a member of the Fellowship of Christian Athletes—a 21,000-strong national organization that holds regular prayer meetings on the Boulder campus. He was quoted in Ms. Wiscombe's article as saying that 10 of the 12 assistant coaches hired since Coach McCartney came on board are "pretty strong Christians."

Student and faculty leaders say now that the university exacerbated the situation.

Jill Hanauer, who is president of the student body at the Boulder campus, said that when the allegations arose, she and Emily Calhoun, a professor of law who was then president of the faculty senate, responded to complaints from their constituencies by approaching the university administration, and received short shrift.

After Ms. Calhoun was asked to draft a university policy on prayer, and submitted one in mid-January, nothing more was heard of the matter, Ms. Hanauer said. Ms. Hanauer then contacted the civil-liberties union.

After the A.C.L.U. complained to the university, the athletic department issued its guarantee that religious preference had not affected, and would not affect, the recruitment of athletes and staff, nor their advancement and assignment of playing time or duties.

The athletic department acknowledged that it had a "responsibility, as part of a publicly funded institution of higher education, to pursue and maintain a course of neutrality toward religion."

It also affirmed that "coaches should not organize or conduct religious activities, including promotion of prayer or Bible readings by players or coaches."

Since Ms. Wiscombe's article, civil-liberties advocates and university officials have been concerned less with substantiating or scuttling allegations than with insuring that questionable practices do not jeopardize the university's image as a state institution available to students of all religious denominations, or of none.

Football players have told officials and reporters that Mr. McCartney convened moments of silent contemplation and did not expressly direct his players to pray. Observers say that players are bringing much retrospection to bear on how they were recruited, but have produced no evidence of a blatant or unwritten "no-pray/no-play" policy.

While a small number of Colorado players have been quoted as expressing concern with the effect Mr. McCartney's religious approach may be having on recruitment—one asked whether he was recruiting "altar-boy" types ill suited to winning games—none openly charged him with prejudice. Judd Golden, a lawyer representing the A.C.L.U., said Mr. McCartney exhibited only "a zeal that needed to be restrained."

Mr. McCartney has restricted access by reporters to the locker room after practice. The policy was begun after a reporter asked players, without their coach's knowledge, for their reactions to the new guidelines. Mr. McCartney did not return calls from *The Chronicle*. A reporter in Colorado who spoke to him at length last week said the coach had appeared eager to avoid further publicity.

Legal observers agree that any hiring and recruiting practice that favored persons of a particular religious bent would be vulnerable in a court of law, but they disagree on the legality of prayer in state-college football programs, a practice that athletic officials at several institutions, both private and state, say is prevalent.

William J. Flynn, athletic director at Boston College, a Catholic institution, said he estimated that "there are far more teams that do [have prayers after games] than don't." Steve Bernstein, an assistant coach in Mr. McCartney's program, said that in the three other colleges he has worked for, coaches had chosen a player after each game to lead a "nondenominational" prayer. "I never took it as a prayer to Jesus Christ or whoever," he said.

Mr. Golden of the A.C.L.U. said that voluntary prayer organized by players should be distinguished from prayer that is directed or organized by a state-college official. Such prayer, led by a coach after games, for example, "is very much out of line," he said. "Courts have ruled that it is the obligation of the government to be neutral, and prayer, however expressed, is religious activity."

Nor can coaches simply say that prayers are voluntary, he argued, because institutions that organize "voluntary" worship lend their "imprimatur of approval" to those particular religions, and tend to set up a class of outcasts—those whose religions have no services or prayers, or those of no religion at all.

Mr. Golden also said that he had told Mr. McCartney and Bill Marolt, the athletic director, that there was no reason why they could not propose to players that they pause for a moment of silence before or after a game, "to think about the game, and what you think is important."

Students' 'Skepticism'

Robert Maddox, executive director of Americans United for Separation of Church and State, disagrees in part with the position taken by the A.C.L.U. "There is not a court in the land that would uphold" a challenge to team prayer unless an institution had established prayer as a prerequisite of participation, he said.

Voluntary prayer by a football team, whether or not it was organized by the coach, would be permissible as a matter of freedom of exercise of religion, he said.

R. Claire Guthrie, chairman of the continuing-legal-education committee of the National Association of College and University Attorneys, said the question to ask should be where team prayer would fall along a continuum between prayer in elementary and secondary schools and prayers before legislative sessions in states or the U.S. Congress.

A 1971 Supreme Court decision dealing with the separation of church and state in a college setting, *Tilton v. Richardson*, referred to the fact that higher education, unlike elementary and secondary education, is not compulsory, and it mentioned the "skepticism of college students." That case suggests, Ms. Guthrie said, that in examining the legality of prayer in college football programs, a court might consider whether prayer was being established as an official part of the program, and whether the decision should be different at a college from what it would be at a high school.

Memphis State Dispute

The A.C.L.U. was involved in a similar dispute last year at Memphis State University. The liberties union alleged that Coach Rey Dempsey and members of his staff were trying to impose "born-again Christian" beliefs on their football players. Mr. Dempsey and three assistants were reprimanded by the university system for breaking state education rules on religious activities. It was found, for instance, that players had been asked to raise their hands if they were not "saved."

A set of principles developed by the A.C.L.U. at that time, but never adopted by Memphis State, formed the basis for the policy issued by the University of Colorado.

—PETER MONAGHAN

People in Athletics

Mark Adams, men's basketball coach at Rocky Mountain College, to men's basketball coach at Western Oregon State College.

Rick Arguello, women's basketball coach at New Mexico Highlands U., to women's basketball coach at U. of Southern Colorado.

Yves Auriol, women's fencing coach at Portland State U., to women's fencing coach and assistant men's fencing coach at U. of Notre Dame.

Bernie Balikian, assistant men's basketball coach at Point Loma Nazarene College, to men's basketball coach at Mount Vernon Nazarene College.

Susan Finnie, women's field-hockey, swimming, and softball coach at Widener U., to women's field-hockey and lacrosse coach at Longwood College.

Bonnie Gehling, women's basketball coach at U. of Wisconsin at Stevens Point, to women's basketball coach and men's swimming and diving coach at Union College (N.Y.).

Tim Hill, women's swimming and diving coach at Southern Illinois U., to women's swimming coach at Arizona State U.

Craig Littlepage, men's basketball coach at U. of Pennsylvania, to men's basketball coach at Rutgers U.

Mack McCarthy, former assistant men's basketball coach at Auburn U., to men's basketball coach at U. of Tennessee at Chattanooga.

Gene McDowell, football coach at U. of Central Florida, also to athletic director, effective January 1, 1986.

Jonathan Pye, assistant women's basketball coach at Central Missouri State U., to women's basketball coach.

Tom Schneider, men's basketball coach at Lehigh U., to men's basketball coach at U. of Pennsylvania.

Glenn Snyder, men's basketball coach at Bluffton College, to men's basketball coach at Fresno Pacific College.

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News Summary

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Hibernating bears could provide a medical researcher with clues to the treatment of human illnesses such as kidney disease and anorexia nervosa. Story on Page 5.

The Education Department told Congress last week that it would not pay administrative allowances to the state agencies that guarantee student loans. Story on Page 13.

On-campus day care for students' children is more in demand than ever, but many colleges are having trouble finding the money or the space for it. Story on Page 29.

Joel Conarroe's new job as president of the Guggenheim Foundation puts him in daily touch with the national community of scholars and artists. Story on Page 33.

Fewer women's sports teams at colleges and universities are being coached by women, a meeting of female athletic administrators was told. Story on Page 35.

Canadian professors have called on the government to produce a "coherent" strategy for financing university research. Story on Page 39.

Miami (below), once a quiet fishing village, is fast becoming an international trade and financial capital. A guide for visiting academics begins on Page 24.

METRO DADE COUNTY DEPARTMENT OF TOURISM

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LEGISLATORS CRITICIZE DECISION

Education Dept. to Delay Its Proposals for Extension of Higher Education Act

By **ROBIN WILSON**

WASHINGTON

The Education Department has decided to wait until President Reagan sends his next budget to Congress in January to reveal the Administration's recommendations for extending the Higher Education Act.

The decision, announced last week, was criticized by education leaders in Congress, who said they would move ahead without the Administration's proposals, and by higher-education representatives.

The move reversed the course that department officials had planned to follow. Education Secretary William J. Bennett had said he expected to deliver his proposals to Capitol Hill this month. Other department officials had said the proposals would be released soon after Congress returned from its August recess.

The House Subcommittee on Postsecondary Education has almost finished its hearings on extending the statute, and the Senate Subcommittee on Education, Arts, and the Humanities began hearing testimony this month.

The act expires September 30, but another education law provides an automatic one-year extension.

Bruce M. Carnes, acting Deputy Undersecretary of Education, said last week "it was always an option" that the department would not respond until next year to Congress's request for its recommendations.

"It is customary that re-authorization proposals, all legislative proposals, go up with budget submissions," he said. "That is the usual way it is done."

Richard Jerue, vice-president for governmental relations of the American Association of State Colleges and Universities, said Mr. Carnes's statement "shows he is totally unfamiliar with the process."

"Administrations in the past have sent up re-authorization proposals that were not in line with the budget proposals, so that is just wrong," said Mr. Jerue, a former Senate aide.

Following the department's announce-

Continued on Page 18, Column 1

To save money, a House committee voted last week to eliminate loans for more than 650,000 students. Story on Page 13.

U.S. Will Publish Education Research Barred by Panel

By **STACY E. PALMER**

WASHINGTON

The Education Department has reversed controversial decisions made last spring by a high-level panel to bar publication of some education-research materials.

The action, by Under Secretary of Education Gary L. Bauer, will allow researchers at several federally sponsored education-research laboratories to publish materials that they had agreed to produce as part of their contracts with the agency. The researchers had been asked to halt the publication of some materials by a department panel in charge of cutting the agency's printing costs.

House Unit Investigating

Some education researchers charged that the panel had overreached its mandate to trim spending and had tried to censor the publication of certain types of research.

Mr. Bauer said, however, that he had found no evidence of censorship.

The House Subcommittee on Intergovernmental Relations has been looking into

Continued on Page 20, Column 1

Pentagon Vows Not to Restrict 'Star Wars' Work

Officials say basic research won't be classified or censored

By **KIM McDONALD**

WASHINGTON

Senior Pentagon officials have assured university administrators that they will neither classify nor censor fundamental research supported by the Defense Department's "Star Wars" program—the Strategic Defense Initiative.

Scientists on some campuses had asserted that university policies designed to assure academic freedom would bar them from accepting contracts for research that could be restricted in any way by military officials.

James A. Ionson, who directs the Innovative Science and Technology Office of the Strategic Defense Initiative Organization, told a gathering of university administrators here that he had no intention of imposing any restrictions on fundamental research supported by his office.

"My opinion is that it would be counterproductive," he said.

Scientists Were Skeptical

Mr. Ionson noted, however, that research involving a military system or a technology "critical to defense programs" could be classified. But such restrictions would have to be spelled out beforehand in research contracts, he said.

Some university scientists had questioned whether the results of basic research done for the Star Wars program could actually remain free from interference by the Pentagon, especially if the results could be directly applied to development of the proposed missile-defense system.

Some said they did not want to accept three-year research contracts from the

Continued on Page 22, Column 1

Efforts to Limit Tenure Could Lead to 'First-Rate Disaster,' AAUP Head Says

By **BEVERLY T. WATKINS**

WASHINGTON

Colleges and universities that raise standards in an effort to limit the number of faculty members who receive tenure are threatening the quality and character of the professoriate, the general secretary of the American Association of University Professors has charged.

Not long ago, said the A.A.U.P.'s Ernst Benjamin, "faculty members could prove themselves by publishing a book with a good publisher and then take things for granted." Now, he says, "we are demanding great accomplishments to get tenure, but we are not improving the qualifications of the faculty."

If the current trend to limit tenure continues, he says, "we could have a first-rate disaster."

Officials who make tenure decisions "are showing an increased interest in the 'product,' " Mr. Benjamin said in an interview. They want faculty members to do more research, get more grants, write more articles, and publish more works with different publishers, he said.

As a result, he said, the road to tenure in academe is becoming "a rote process"—Mr. Benjamin likened it to the procedures used in elementary and secondary education—in which faculty members are measured by the number of their grants and publications, rather than by their intellectual abilities. Those standards will diminish the

Continued on Page 28, Column 1

Ernst Benjamin: "If it is so hard to get tenure, no one sensible will want to be a faculty member, because what is the point? I do worry."

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

The new policy, she said, was imposed because the military was financing "terror and sabotage" in Central America and because Reagan Administration officials had discussed sending troops to the region.

"If by refusing to publish recruiting schedules we save one person from being 'the few, the proud, the dead,' the campaign will have been worth it," she wrote.

The publications board that oversees the newspaper, however, ruled last week that Ms. Maceroni had no authority to change advertising policy, and gave her seven days to reverse her decision. If she doesn't comply, board members say she will either be suspended from her job for 10 days with pay or fired.

Texas A&M System Cuts 725 Jobs in Budget Crunch

The Texas A&M University system has eliminated 725 jobs this fall as the result of a tight state budget that provided no money for faculty pay raises.

The cuts affected 5 per cent of the system's employees.

All of the eliminated positions are administrative and support staff, said Jeffrey Alford, a spokesman for the university. No faculty members will be laid off.

The system will realize a $13.4-million savings as a result of the cuts, which Mr. Alford said would come "essentially through attrition and retirement."

Most of the savings will be used for salary increases for faculty members. While the legislature ordered 3-per-cent pay hikes for clerical and support workers, raises for faculty members and professional staff were not set at any level.

Texas's budget crunch, prompted by a downturn in oil prices, has hit universities throughout the state. University officials said the Texas A&M system's $688-million operating budget increased by only 3.6 per cent this year, the smallest rise in 21 years.

Brown U. Prohibits Kegs Except at Registered Events

Students at Brown University may no longer bring kegs of beer or other large containers of alcohol onto the campus except for social events registered with the student-activities office. The new rule includes the 18 fraternities located on the campus.

Brown officials object to kegs because they "encourage overconsumption of alcohol," said John M. Robinson, dean of students. "We know of instances when people are called back the next morning to a 'finish-the-keg' party" after a social event has taken place. In addition, Mr. Robinson said, keg parties tend to "take place at random in the dorms without supervision."

The organizers of registered social events must agree to limit the amount of alcohol served and to provide attractive food in prescribed proportions. They must also satisfy university officials that students' identification cards will be checked to insure that minors are not served.

Corrections

► An article about Eugene E. Eubanks, dean of the school of education at the University of Missouri at Kansas City (*The Chronicle*, September 11), incorrectly reported the cost of educational improvements that a federal court ordered for the Kansas City School District in the wake of a desegregation lawsuit. The improvements will cost approximately $14-million.

► An article on the National Collegiate Athletic Association's enforcement procedures (*The Chronicle*, September 11) incorrectly identified Donna Lopiano. Ms. Lopiano is director of intercollegiate athletics for women at the University of Texas at Austin.

Two-Thirds of Public Says College Is 'Very Important'

Nearly two-thirds of the public believes it is "very important" to have a college education, and about half think the main advantage of college is to enhance students' job opportunities, according to the annual Gallup poll on attitudes toward education.

The nationwide survey of 1,528 adults was conducted in May and was sponsored by Phi Delta Kappa. The results appear in the current issue of *Phi Delta Kappan*, the monthly magazine of the education organization.

Nearly 90 per cent of parents of public-school children who were polled would like their oldest child to attend college, but only two-thirds expect the child to do so, according to the survey results.

Most of the parents expressed concern about meeting college costs. Forty per cent said it would be very difficult to pay for college; 37 per cent thought it would be fairly difficult; 15 per cent, not very difficult; and 6 per cent, not difficult. Two per cent had no opinion.

The public's belief in the importance of a college education has grown since 1978, the figures indicate. In that year, only 36 per cent of the public rated having a college education very important.

The following table shows responses of all those surveyed in 1985 to the question "What do you feel are the chief advantages of a college education, if any?" The figures total over 100 per cent because of multiple responses.

Job opportunities, better jobs	52%
Higher income	18%
More knowledge	14%
Preparation for life	13%
Opens doors, provides opportunities	10%
Specialized training	10%
Exposure to new experiences, ideas	6%
Higher social level, status	6%
Maturation	6%
Teaches person to think	3%
No advantages	4%
Other, don't know	4%

Sirens, 'Hot Line,' and Evacuation Plan Are All Necessary at College in 'Leak City'

By GAYNELLE EVANS

INSTITUTE, W.VA

"This is leak city," says Thomas W. Cole. "There are small leaks, medium-sized leaks, and humongous leaks. Not all of them are toxic, but they are a part of life."

Mr. Cole, who is president of West Virginia State College, has reason to know about leaks: West Virginia State's campus is located less than 300 feet from the Union Carbide Corporation plant here. A leak last month that sent more than 100 local residents to hospitals—and that followed by less than a year a disastrous leak at a Union Carbide plant in Bhopal, India—has focused the attention of many in this small city in the Kanawha Valley on the dangers associated with chemical accidents.

PHOTOGRAPH FOR THE CHRONICLE BY STEVEN WAYNE ROTSCH

Thomas W. Cole: "Union Carbide's credibility is now on the line." The company's plant is in the background above.

The valley itself is home to at least six chemical companies that manufacture or store such diverse substances as ammonia, chlorine, and hydrogen sulfide. But the Union Carbide factory here is the only one in the United States that manufactures methyl isocyanate—M.I.C.—the pesticide ingredient that escaped from the Union Carbide plant last December in Bhopal, killing more than 2,000 people.

"After Bhopal, we realized for the first time how dangerous M.I.C. is," says Dallas C. Brown, a retired U.S. Army brigadier general and a history professor at the college. "Then we became concerned that it could happen here."

Responsibility of Plant

Shortly after the Bhopal accident, college officials, joined by representatives of the city, the company, and Kanawha County, worked to design an intricately coordinated emergency-response plan. In case of a toxic leak, the plan was to be set in motion by a phone call from the plant.

"The plant is to notify the county," says General Brown, who is co-chairman of the college's environmental-safety committee. "The county then sets off a siren on campus. We are all to go inside the buildings designated as airtight and wait for the cloud to dissipate."

Those who remain outdoors are more likely to be injured, he added.

That plan was tested when a leak occurred at the factory in August, two weeks before classes began. Fumes from a mixture of two chemicals, aldicarb oxime and methylene chloride, were accidentally heated in the plant's pesticide unit. The subsequent reaction forced a cloud of toxic steam through several faulty gaskets and out into the atmosphere, according to a company spokesman.

County officials, however, were not notified of the accident by the plant's management for between 15 and 40 minutes after it happened. "It boiled down to management errors," says Mr. Cole. Plant officials, he says, "did not follow the best operating procedures."

But after the warning sirens were set off, the plan fell into place. "We found that our plan worked as well as it could have under the circumstances," says Mr. Cole.

"But critical to those plans was the early warning from the plant."

No one on the campus was hurt, but more than 100 area residents went to hospitals with lung, eye, nose and throat irritations caused by the fumes.

Two days after the leak, Mr. Cole and other representatives from the community met with Warren M. Anderson, Union Carbide's chief executive officer and chairman of the board. "We told him that Carbide needed to do better," says Mr. Cole. "If they can't keep the chemicals in the plant, then they need to close it down. But I think they can keep the chemicals in there."

Since the accident, the plant has shut down the operations that use aldicarb oxime and methylene chloride, the plant manager has been replaced, and the company has reduced the quantity of toxic chemicals it stores there. New warning measures, such as the installation of a "hot line" from the plant to the college, have been planned. "Union Carbide's credibility is now on the line," says Mr. Cole.

The college has also requested that the state and the company provide money for additional exit roads to speed evacuation of the college and of nearby homes and businesses.

"This disaster has forced us, the community, and Carbide to the table in a professional, amicable relationship," says Mr. Cole. "We have no choice but to cooperate and work these problems out."

Jobs a Major Concern

One community group, People Concerned About M.I.C., believes that other steps should be taken to eliminate the possibilty of another such accident. "We feel that Carbide shouldn't be making such highly dangerous chemicals in the middle of this community, right next to this college," says Edwin D. Hoffman, chairman of the college's division of social sciences, who is also co-chairman of the community organization. "They should remove the more dangerous chemicals and manufacture safer chemicals here so that people can continue to have their jobs."

Jobs are an important part of any discussion about the valley's chemical industry, because approximately 10 per cent of the area's work force is employed in the chemical industry, says John A. Chapman, president of the Charleston Regional Chamber of Commerce and Development.

If the companies were to leave the valley, "we could have an economic disaster," says General Brown. "Take the chemical industry out, and we might as well close up West Virginia."

Enrollment Up 2 Pct.

Many of the college's students—or their parents—work in the chemical industry. They are acquainted with the dangers associated with proximity to companies that manufacture dangerous chemicals, says Mr. Cole. Two weeks after the leak occurred, classes began, bringing 4,465 students to the campus, a 2-per-cent increase in enrollment over last year.

"We were concerned that the negative press Institute received would hurt us," says Mr. Cole. "But 90 per cent of our students commute. They live in the area, and they are used to leaks." The increase in enrollment might have been larger if the toxic leak had not occurred, he adds.

More than 60 per cent of the 274 students living in campus residence halls are not from the valley. Many of them—especially freshmen or those who are new to the campus—may worry more than others about the possibility of harmful chemical leaks.

Since the August chemical leak, the reactions of some nervous newcomers to everyday events have been a source of amazement for returning students. For example, on the second day of the college's freshmen orientation, the siren sounded on the campus to summon members of the town's volunteer fire department, sending several freshmen bolting from their dormitory out into the yard. Others began pounding on the residence-hall director's door, demanding to know what was going on.

"It's just because of the leaks," says Carlos McKivven, the residence-hall director. "New students are just not used to them."

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News Summary

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The destruction of a working satellite in a recent test of America's anti-satellite weapon has angered scientists. Story on Page 7.

A list of some 870 U.S. scholars who have been awarded Fulbright grants begins on Page 12.

Twenty years after its creation, the National Endowment for the Humanities has become a crucial, if controversial, source of support for scholars. Story on Page 18.

The Senate has voted to cut $810-million from the Guaranteed Student Loan program. Story on Page 21.

Value-added testing, a newly popular tool for finding out how much students really learn, has been going on for a decade at a Missouri university. Story on Page 21.

Too many data and not enough evaluation may undermine colleges' efforts to improve programs, some officials warn. Story on Page 26.

Admissions officers say there's only one thing worse than getting an unfavorable mention in a college guidebook: not getting mentioned at all. Story on Page 33.

Faculty handbooks too often are filled with "ambiguities and weasel words," says a consultant on the manuals. Story on Page 27.

Surveys of college presidents and athletic directors reveal little support for barring freshmen from intercollegiate athletics. Story on Page 43.

Australia is mounting a concerted attack on youth unemployment. Story on Page 47.

The powerful earthquake in Mexico City left universities unscathed. Story on Page 47.

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AIDS on Campuses: Concern Goes Beyond Health as Officials Prepare to Handle Flood of Questions

By LAWRENCE BIEMILLER

BERKELEY, CAL.

At the University of California's 30,000-student campus here, at least three people have died after contracting AIDS, and several others are now being treated for the disease itself or for one of the ailments that are thought to be its precursors.

The university, which established an AIDS-education program last spring to answer questions from worried students, faculty members, and staff employees, is now working to develop policies for dealing with a series of complex logistical and philosophical questions that the disease, which struck first at the nation's homosexual communities, is now raising on campus—in student affairs, personnel, public relations, and other areas.

Berkeley 'Half a Year Ahead'

"People don't realize that there are students here and at every campus in California with AIDS," says Mary O'Donnell, assistant director of the university's student-health service. "We may be half a year ahead of the rest of the country in terms of how the epidemic has hit us, but, seeing the way it's escalating, other universities in the next three months are going to have to deal with the same issues."

"I can't believe there's any school around that doesn't have a few high-risk people on campus," says Margaret W. Bridwell, director of the University of Maryland's health service and president of the American College Health Association. "I suspect," she adds, "that most places will end up eventually with at least one" AIDS patient.

The American College Health Association has appointed a task force that will consider AIDS-related policies for recommendation to its member institutions. And the American Council on Education has asked its general counsel, Sheldon Steinbach, to consider

Continued on Page 38, Column 1

NIH Adopts Guidelines for Experiments in Gene Therapy Performed on Humans

By JOAN C. AMATNIEK

BETHESDA, MD.

Guidelines for conducting experimental procedures in human gene therapy were unanimously adopted last week by the committee that advises the National Institutes of Health on questions involving genetic research.

Gene therapy involves transplanting functional, genetically engineered hereditary material from one person into the cells of another person suffering from certain rare and fatal hereditary diseases.

All such research conducted or sponsored by an institution that receives support from the National Institutes of Health must adhere to the new guidelines. The Recombinant-DNA Advisory Committee, which drew up the rules, will consider only proposals for altering genes in human body cells, not in reproductive cells.

The guidelines, called "Points to Con-

Continued on Page 19, Column 1

7 Athletes Suspended in Slush-Fund Case at Texas Christian U.

FORT WORTH

Seven Texas Christian University football players have been suspended and one university trustee has resigned amid charges that 29 present and former players profited from a slush fund set up by boosters and former coaches.

The charges include a suggestion that after payments had been made for several years, some players held up the boosters and coaches for more.

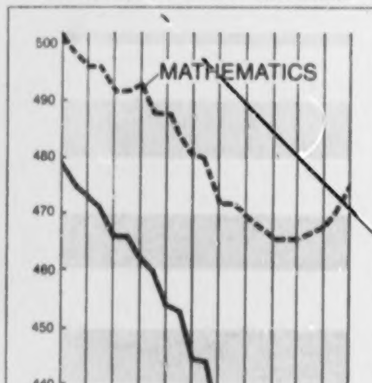
Jim Wacker, Texas Christian's football coach, first announced that he had learned that six players—one of them the team's star running back, Kenneth Davis—had accepted impermissible payments. He suspended all six indefinitely. Last week, as a National Collegiate Athletic Association investigator was due to arrive on the campus, another player admitted to receiving payments; he was also suspended.

Booster Resigns as Trustee

In the interim, Dick Lowe, an alumnus and Texas Christian booster, resigned as a trustee of the university. In an emotional letter of resignation to Chancellor William E. Tucker, Mr. Lowe described how coaches and alumni had organized a slush fund in 1980, when F. A. Dry, now assistant coach at Baylor University, was the

Continued on Page 45, Column 1

CHANGES IN SAT SCORES



Average scores on the College Board's Scholastic Aptitude Test continued to rise last year. See story on Page 33.

Campuses Fear Pentagon Move on Exchanges

Some say Weinberger report may foretell ban on Soviets

By STACY E. PALMER

WASHINGTON

University officials said last week they were afraid the Pentagon was trying to gain public support for restrictions on visits by Russian scientists to American campuses.

Their fears stemmed from the issuance of a report outlining ways in which the Defense Department said that information at American universities, weapons-manufacturing companies, and other institutions involved in developing defense materials had been leaked to the Soviet Union.

In issuing the report, Defense Secretary Caspar W. Weinberger charged that the Soviets had been "ruthlessly efficient" in acquiring American technological information illegally.

The report contained no information about universities that wasn't already publicly known, leading some campus officials to conclude that the Defense Department was using the document to help build the public pressure that would be necessary to impose new limits on exchanges of information.

"The information in it was fairly vague," said John Shattuck, vice-president for government, communication, and public affairs at Harvard University. "But it's the tone of the report that has prompted concern on campus."

"It seemed to suggest," he said, "that

Continued on Page 8, Column 1

Presidents of 17 scientific societies have objected to Pentagon attempts to restrict access to their meetings. Story on Page 7.

Harvard Management Company—established by the university to manage its investments—said his organization was reviewing the endowment's $5-million investment in the Philip Morris Company. It has already sold stock in several other tobacco companies.

Mr. Cabot said the review was "not being conducted from the standpoint that tobacco stocks are immoral or wrong," but to determine if they were a good investment.

Although tobacco companies have not lost a product-liability suit in more than 20 years, he said, the increasing numbers of cases and court rulings in other liability cases have raised the possibility of judgments against the companies.

Ex-President Sues College for $1.6-Million

Donald Gatzke, former president of Flathead Valley Community College in Kalispell, Mont., has sued the college and four of its trustees for $1.6-million for failing to reappoint him as an admissions counselor.

Mr. Gatzke resigned as president in 1983 after a closed-door session with the trustees and signed a three-year contract as a counselor. His suit says the contract should be renewed because all of the evaluations of his performance have been excellent. A spokesman for the college acknowledged that Mr. Gatzke's evaluations had been positive, but said the trustees had nevertheless decided not to renew his contract. The trustees said they were not required by law to give any reasons for not renewing a contract. The case will be heard in U.S. District Court in Flathead County.

Cal. State System Plans Pacific Rim Initiative

Chancellor W. Ann Reynolds of the California State University system has announced a university program to help California develop closer trading relations with the 25 countries bordering the Pacific Ocean.

It calls for expanded curricular programs in languages, international affairs, and business; enlarged overseas programs operated by the university; and a series of courses on non-American cultures.

The aim is to improve the preparation of students for foreign environments and to attract students with international leadership potential, Ms. Reynolds said. A Commission on the Pacific Rim has been created to develop details of the plan.

Ex-Professor at Stanford Loses Reinstatement Bid

The California Court of Appeal has turned down a plea for reinstatement by a former faculty member at Stanford University who was fired in 1972 for allegedly inciting anti-war protests on the campus.

H. Bruce Franklin, now a professor of English at Rutgers University, had also sought damages from Stanford for the three years he was unemployed after being dismissed by the university.

A speech by Mr. Franklin protesting the U.S. invasion of Laos in 1971 was followed by a student takeover of a computer center.

Medical Graduates' Debts Found to Average $30,000

The average medical student who graduated in 1985 was nearly $30,000 in debt—13 per cent more than last year's typical graduate—according to a survey by the Association of American Medical Colleges.

Thomas H. Dial, who directed the survey, said the high indebtedness was due to a combination of factors, including changes in federal student-loan policies and an increase in the cost of attending medical school.

The survey found that 16,318 physicians had been graduated this year, slightly fewer than last year's total of 16,343. The drop, though small, appears to confirm the association's prediction that the number of physicians educated by U.S. medical schools will slowly decrease over the next several years.

Correction

Because of incorrect information supplied by the College Board, some figures for tuition and fees (*The Chronicle*, August 14) were in error. At the three campuses of Cuyahoga Community College, in-state tuition was $900 last year and is $945 this year. Out-of-state students there will pay an additional $1,575. At Rhodes College, tuition for 1985-86 is $6,900. Tuition at Wayland Baptist College was $2,200 last year and is $2,300 this year.

REAGAN AT U. OF TENNESSEE

University Environment
UT
Westinghouse
MACHINE INTELLIGENCE
Robots
Judicial Management
GM - Engine Plant: $10-$15 Million/Year
Ford/Toronto: $1.9 Million/Year
Harris Semiconductor Division: Over $1 Million/Year
Environmental
Federal Go
University of
IT Corp

WIDE WORLD

President Reagan met last week with U. of Tennessee Chancellor Jack E. Reese, right, and Warren Neal, dean of business, for a briefing on economic growth.

1,000 Students, 1,000 Trees: Campus of Cedar Crest College Is an Arboretum

By JEAN EVANGELAUF

ALLENTOWN, PA.

A stroll around Cedar Crest College is a stroll around the world.

The ginkgo tree represents China; the weeping white birch, Europe and Asia Minor; the cryptomeria, Japan; the wild cherry, the Eastern United States and Southeastern Canada.

Cedar Crest, a women's college on a bluff in a residential neighborhood here, has 1,000 students and 1,000 trees.

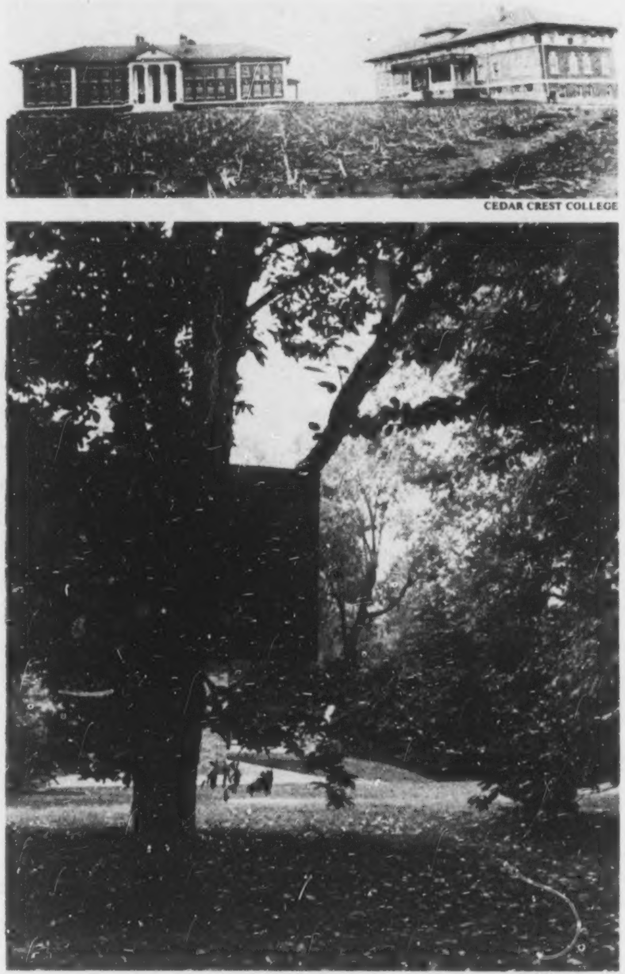
Recently the campus was designated the William F. Curtis Arboretum, in honor of the president who served from 1908 to 1941. A minister of the Reformed Church of America, he was a horticulturist by avocation.

In 1915, when Mr. Curtis moved the college from downtown Allentown to what was then a rural area, the 50-acre site was a cornfield. On it stood a single tree—a mature black walnut.

Now the campus, since enlarged to 88 acres, is graced by 1,000 trees and shrubs representing more than 140 varieties.

Most of them were planted by Mr. Curtis.

"He was the right president at the right time, and every college needs one of those presidents," said Gene S. Cesari, Cedar Crest's current president.


CEDAR CREST COLLEGE

ROBERT DEVLING

President William F. Curtis moved Cedar Crest College in 1915 to what was then a rural area (top). Today, the fruits of his labors in planting trees have led to designation of the campus as an arboretum.

He Scolded the Laggards

Elizabeth Curtis, who was a child when her father moved the campus, said the trees were "his golf, his recreation."

"After work every day, he would prune and water them, and scold the ones that weren't growing as they should," she recalled.

Miss Curtis said her father, who lectured widely, "found it difficult to ask for money for the college, but he managed to weave into his talks a cagey and most effective request for trees."

At one engagement an elderly man, who had obviously heard Mr. Curtis speak before, approached him before the sermon and asked querulously, "How many trees do you want?"

Mr. Curtis, as always, seized the opportunity. "We could use 1,000 seedlings of all types," he replied, and soon they arrived.

Of course, many of the seedlings he planted did not thrive, and many of the seeds he sowed did not sprout.

"One time Dad got 100 Persian peach seeds. He worked on them, studied them—oh, they were the dickens to grow," Miss Curtis said. But some did mature. "They were simply gorgeous," she recalled, noting that they have since died of old age.

Mr. Curtis was fond of academic processions, and he planted many flowering trees to beautify the route of the marches, his daughter said.

Cedar Crest is registered with the American Association of Botanical Gardens and Arboreta, which is located on the campus of Swarthmore College, itself an arboretum.

About 25 U.S. colleges and universities have arboreta registered with the association. The designation indicates that the property is a place where trees or shrubs are grown for study, and labeled and maintained for public enjoyment.

Visitors to Cedar Crest may view Mr. Curtis's handiwork by walking a self-guided nature trail, which was developed in 1982 by the members of the student biology club. Among the 44 types of trees it highlights are Austrian pines, bald cypresses, buckeyes, copper beeches, dogwoods, European larches, magnolias, Scotch pines, sycamore maples, and tulip trees.

Each Student Has Her Own

Trees are an integral part of academic life at Cedar Crest. Each student in "Introduction to Biology" is assigned a tree to study. She must make weekly observations and file a report at the end of the semester.

"It's funny to see the freshmen around campus with measuring tapes, studying their trees," said Judy Bremec, a senior who was assigned a Japanese cherry tree.

"We have to identify our tree, measure its height and trunk size, describe its natural environment and draw pictures of the leaf and any fruit," said RosaLynn Olivares, a senior who was assigned a Kentucky coffee tree.

Designating the campus an arboretum has been a long-time desire of J. Robert Halma, a biology professor at Cedar Crest. However, money to label the trees properly, replace diseased ones, and broaden the collection was not available until 1983.

"On August 11, 1983, a rip-roaring storm came through campus, and twisted around the old walnut tree," Mr. Halma said.

The bad news was that the college lost its landmark.

The good news was that Cedar Crest received about $3,000 in insurance money to cover the loss.

With that money the college was able to embark on a new round of tree planting and purchase an engraving machine to make labels.

New black and white plastic tags are being placed on at least 300 trees, Mr. Halma said. The tags give the trees' common and scientific names and origins.

Mr. Halma is supervising the acquisition and planting of the new trees.

"Our double-flowering almond is getting old and should be replaced, and we're short on oaks," he said. "As far as I can tell, Dr. Curtis planted just one oak. We also want to add some willows." All in all, he hopes to have 200 varieties on campus.

One of Mr. Halma's goals is to plant a true cedar at Cedar Crest. "They don't do best here," he said, "but we'll try."

Note Book

Suggesting that women in campus leadership positions have slept their way to the top (A) hits the nail on the head? (B) Will protect women from making themselves the object of rumor? or (C) Discourages women from pursuing leadership roles?

If you answer C to this and the other 14 questions on the questionnaire, then "you're well on your way to becoming a 'Man of the 80's,' " according to a new quiz for male students published by the Project on the Status and Education of Women. But if you missed three or more questions, "the 20th century is passing you by."

The quiz is meant to make men more aware of the subtle forms of sexism that exist on campus, according to Julie K. Ehrhart, a staff associate who helped in writing it.

"You're Playing the Game . . . But Do You Know the Score?" is available in bulk orders or for $1 a copy by writing the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009.

•

Students who are in a hurry to get from class to class on Cornell University's extensive campus are getting some help.

The Big Red Bikes project has provided about 15 bicycles—all painted bright red—which are placed in central locations throughout the campus, says David Drinkwater, dean of students. Anyone affiliated with the university may use a bike and then leave it for others to use.

A group of students collected the bikes from donors and Cornell's lost-and-found service, and repaired and distributed them.

"The big difficulty is that Cornell is not flat," says Mr. Drinkwater. "A few of the bikes have migrated 500 or 600 feet down to the bottom of Ithaca. But those are the sort of things people will be educated about over time."

•

In the mood for a murder? You just may be in luck. A Berkeley graduate and a Stanford graduate have established a company called University Games, based in Menlo Park, Cal., and are selling their "Murder Mystery Party" at book and department stores around the country at the rate of 3,000 a week.

The games contain a set of name tags and clues leading to the solution of who committed a particular murder and why. Once participants are assigned an identity and given individual background clues, they uncover the murderer by asking questions of each other, uncovering each person's information. Only the "murderer" can lie.

Cris Lehman, Berkeley co-founder and chief financial officer, says, "It's a great thing for colleges because it promotes a participatory type of party and is another way of meeting people." For more information, call University Games at (415) 322-3953.

Students

Guidebooks Play Increasingly Important Role in High-School Students' Selection of Colleges

Admissions officers disparage some of the books—but they don't want to be left out

By THOMAS J. MEYER

R. Fred Zuker sees them all the time. Not a week goes by when one doesn't cross his desk, says the dean of admissions at Pomona College.

Robert L. Fraley, dean of admissions at Pepperdine University, deals with them, too. "It seems I spend half my time working on those things," he says.

"At times, they're the bane of our existence," says James R. Buch, director of admissions and records at the University of Oregon.

AMERICA'S
LOWEST COST COLLEGES
1985-1986 EDITION
NICHOLAS A. ROES
EDWARD B. FISKE
SELECTIVE
INSIDER'S Guide to the COLLEGES
1985-1986 Edition
LISA BIRNBACH'S COLLEGE BOOK
THE BLACK STUDENT'S GUIDE TO COLLEGES

"Factual" guides face competition from more "selective" books.

They are the double-edged sword of the college admissions game: questionnaires from the authors of college guidebooks. More and more of the catalogues appear each year—thick, thin; selective guides, regional guides; general guides; books for women; books for bargain hunters, for the trendiest, for the brightest, and for those just looking for the only college that will admit them.

In the battle for applicants from a shrinking pool of students, a college left out of the most popular guidebooks is like a garden-club president dropped from the social register. Losing a star here or a "selectivity rating" there may not be fatal, but some officials say it can hurt.

Yet admissions officers disparage the books, assailing their sometimes-random ratings and often-subjective assertions. Administrators complain of factual errors, facts, biased descriptions, and out-of-date statistics that could scare away potential applicants.

The result is a paradox: Every college appearing in a guidebook faces the risk of being mentioned unfavorably. But college officials say there is a worse fate: not being mentioned at all.

"The bottom line," says Mr. Fraley, of Pepperdine, "is that I have a desire to be in these books. It's better to be in them than not to be in them."

The concern administrators have for completing each questionnaire that comes in is evidence of the fact that guidebooks are playing an increasingly important role for students trying to select a college.

Everything in One Place

High-school students—especially the top ones—looking at colleges suffer no dearth of information. Their mailboxes overflow with glossy brochures and catalogues from anxious recruiters.

What the guidebooks offer them is accessible, condensed information about many institutions. What the books leave out is the bias of the colleges themselves.

"In recent years, public institutions have almost all started to charge money for their college catalogues," says David S. Webster, an assistant professor of higher education at the University of Pennsylvania who has studied college guidebooks. "It becomes expensive for a kid to collect all the catalogues from all the institutions. For the same price, they can have all the information in one place."

Administrators say students today have a greater choice among colleges than ever before—another fact that Mr. Webster and others say explains the proliferation of the guidebooks.

"It's so much easier to get into college than it was 15 or 20 years ago," he says. "Even a kid with mediocre grades and scores has a big choice."

To help such students make their decisions—and to capitalize on the students' predicament—publishers have produced a number of volumes. Several of what admissions officials call "factual" guides—such as *Peterson's Guide to the Four-Year Colleges* and *Barron's Profiles of American Colleges*—have been published for a number of years.

More recently a number of "selective" books evaluating institutions have entered the market. They include Edward B. Fiske's *Selective Guide to Colleges,* first published in 1982, and *The Insider's Guide to the Colleges,* which is compiled by a group of Yale University students and whose first edition appeared in 1971.

Last year, the author of the best-selling *Official Preppy Handbook* entered the market with *Lisa Birnbach's College Book,* labeled as the "the first and only college guide to tell it like it is."

Some officials question the validity of such books, and many say such guides

Continued on Following Page

Scores Continued to Rise Last Year on SAT, ACT Test

By LAWRENCE BIEMILLER

NEW YORK

Scores on both of the major standardized college-admissions tests continued to rise last year, and the College Board's president gave credit to "a more positive attitude toward academic pursuits" among high-school students and to education-reform efforts "at the state, local, and national levels over the past decade."

On the College Board's two-part Scholastic Aptitude Test, the nationwide results for which were announced at a press conference here last week, average verbal scores rose by five points, to 431, and mathematics scores by four points, to 475. The S.A.T. is graded on a scale that runs from 200 to 800.

The combined increase of nine points was the largest since 1963, the year before S.A.T. scores began a 17-year decline that saw verbal scores drop 54 points, from 478 to 424, while mathematics scores fell 36 points, from 502 to 466. The scores reached their nadirs in 1980 and 1981.

Board officials characterized as "disturbing," however, their discovery that the number of black students taking the S.A.T. had fallen by about 2,000, although the total number of minority-group students in the examination program increased.

Role of Coaching Is Discounted

The American College Testing Program, which also released 1984 results for its four-subject A.C.T. Assessment last week, said the nationwide composite score on its test had risen one-tenth of a point, to 18.6. The A.C.T. Assessment is graded on a 1-to-36 scale.

A.C.T. officials, however, said that scores on their examination offered less evidence of an educational resurgence because they have remained "essentially stable" during the past five years, fluctuating between 18.3 and 18.6. This year's score is 1.3 points lower than that of 1969-70, when the score was 19.9.

Patricia A. Farrant, A.C.T.'s assistant vice-president for public affairs, said in an interview that "no one can speak with authority" about how the standardized-test-score decline began or why it ended. "Every reason that's been advanced," she said, "has been purely speculation."

George Hanford, the College Board president, discounted suggestions that the recent score improvements might have been caused by an increase in "coaching" classes conducted by private tutoring companies. The number of students who enroll in such programs, he said, is too small to have much effect on the nationwide S.A.T. average, which is computed from the test results of about one million high-school seniors, out of a total of about three million.

The board has no evidence, he added,

Continued on Page 37, Column 1

Scores Continued to Rise on Major Tests Last Year

Continued from Page 33

that either the number of coached students or the quality of the coaching programs increased dramatically enough in the past year to account for the S.A.T.'s nine-point rise.

"We know," Mr. Hanford said, "that among the seniors whose scores are being reported today are some of the same students whose scores on other tests in earlier grades were showing improvement in the 1970's.

"Teachers and counselors have indicated to us as well that, in the past few years, more students have become more serious and concerned about their grades."

He said also that the score improvements "were consistent across all major groups and throughout all phases" of the board's Admissions Testing Program. Average scores rose four-tenths of a point, to 43.2, on the S.A.T.'s reading subtest, and six-tenths of a point, also to 43.2, on the vocabulary subtests. Both are graded on a 20-to-80 scale.

On the Test of Standard Written English, which is graded similarly, results improved by one-tenth of a point, to 42.7. Average scores on the board's various hour-long achievement tests increased by three points, to 540.

Puerto Ricans Gain

Among minority-group students, Puerto Ricans posted gains of 10 points on the S.A.T.'s verbal sections and four points on the mathematics sections, reaching levels of 368 and 409, respectively. Mexican-Americans improved their scores by six points on each section of the test, achieving a verbal average of 382 and a mathematics average of 426.

Black students, who made up 7.5 per cent of the total number of students taking the test, increased their scores by four points on the verbal section, to 346, and by three points on the mathematics section, to 376. The second largest group of minority students, Asian-Americans, who made up 5.1 per cent of the total, gained six points on the S.A.T.'s verbal sections but lost one point on the mathematics sections, for scores of 404 and 518, respectively.

By comparison, white students' scores rose four points on the verbal section, to 449, and four points in mathematics, to 491.

Male-Female Differences

Female students trimmed by one point the male students' record 1984 lead in verbal scores, with this year's results being 425 for women and 437 for men. But the difference between females' and males' mathematics scores grew by one point, to 47, even though both women and men improved their scores. Female students raised their mathematics scores three points, to 452, while males raised theirs four points, to 499.

The board reported that students had continued to take more courses during their four years of high school, with the average number now 16.55, up from 15.83 in 1977. It said also that students' grade-point averages had continued to decline, dropping from 3.04 on a four-point scale in 1984 to 3.03 this year.

"This could mean that grading standards have become more rigorous," Mr. Hanford said, or it "might reflect the fact that students are taking more academic courses than their predecessors did."

Mr. Hanford said also that the S.A.T. score improvements "happened despite an increase in the number of students taking the test." He pointed out that "greater numbers of test-takers usually mean lower average scores."

"I don't think we'll necessarily ever get back" to the score levels of 1963, he continued, explaining that far more students take the test now than was the case 25 years ago.

The board's report, "National College-Bound Seniors, 1985" also said that more of the students who took the S.A.T. this year planned to seek graduate degrees.

Five per cent of those taking the test said they planned to complete a two-year college program, while 32 per cent said they would seek bachelor's degrees. Twenty-seven per cent, or one per cent more than in 1984, said they planned to complete a master's program; 19 per cent, also one per cent more than in 1984, said they were aiming at doctoral degrees. Seventeen per cent were undecided.

Bennett Welcomes News

Renewing the debate over whether Reagan Administration initiatives are responsible in part for the score increases, U.S. Secretary of Education William J. Bennett issued a statement in Washington to welcome news of the rise as "evidence that American secondary education is on the mend."

"We are beginning to see the impact of the education-reform movement of the past several years," he continued.

The College Board's position, however, is that the reforms sparked by the release in 1983 of "A Nation at Risk," the report of a commission appointed by former Secretary of Education Terrel H. Bell, have not been in place long enough to have affected results on the S.A.T., which the board says measures abilities developed throughout a student's education.

Mr. Hanford also suggested that the reforms to which Mr. Bennett and others credit the score increase had been set in motion not by "A Nation at Risk" but by the release in 1975 of a College Board report on the S.A.T. score decline, then already 12 years old. The committee that wrote the board's report was led by former U.S. Secretary of Labor Willard Wirtz.

The board also released a list of individual states' average S.A.T. scores, but it warned against state-by-state comparisons because of sharp differences in the percentage of high-school students taking the test in each state.

Scholastic Aptitude Test: Scores by Sex and Ethnic Group

	Verbal		Mathematics	
	1984	1985	1984	1985
Men	433	437	495	499
Women	420	425	449	452
American Indian	390	392	427	428
Asian-American	398	404	519	518
Black	342	346	373	376
Mexican-American	376	382	420	426
Puerto Rican	358	368	405	409
White	445	449	487	491
Other	388	391	450	448
All	426	431	471	475

SOURCE: COLLEGE BOARD

Scholastic Aptitude Test: State-by-State Scores

	Per cent taking SAT	Verbal		Mathematics	
		1984	1985	1984	1985
Alabama	6%	467	481	503	513
Alaska	30%	443	446	471	477
Arizona	11%	469	473	509	512
Arkansas	4%	482	481	521	517
California	38%	421	424	476	480
Colorado	17%	468	473	514	521
Connecticut	69%	436	440	468	475
Delaware	50%	433	444	469	474
Florida	38%	423	421	467	463
Georgia	49%	392	399	430	438
Hawaii	47%	395	401	474	476
Idaho	7%	480	472	512	510
Illinois	14%	463	468	518	522
Indiana	47%	410	415	454	460
Iowa	3%	519	521	570	576
Kansas	5%	502	504	549	550
Kentucky	6%	479	491	518	529
Louisiana	5%	472	473	508	503
Maine	46%	429	432	463	466
Maryland	50%	429	435	468	475
Massachusetts	66%	429	434	467	472
Michigan	11%	461	467	515	517
Minnesota	7%	481	481	539	537
Mississippi	3%	480	489	512	528
Missouri	11%	469	475	512	518
Montana	9%	490	492	544	547
Nebraska	6%	493	497	548	549
Nevada	17%	442	441	489	480
New Hampshire	57%	448	450	483	489
New Jersey	65%	418	425	458	464
New Mexico	8%	487	484	527	521
New York	62%	424	427	470	473
North Carolina	47%	395	398	432	435
North Dakota	3%	500	513	554	568
Ohio	16%	460	460	508	504
Oklahoma	5%	484	497	525	531
Oregon	42%	435	444	472	484
Pennsylvania	52%	425	428	462	465
Rhode Island	61%	424	429	461	466
South Carolina	49%	384	391	419	424
South Dakota	3%	520	534	566	575
Tennessee	8%	486	489	523	521
Texas	32%	413	419	453	459
Utah	4%	503	511	542	543
Vermont	54%	437	441	470	478
Virginia	51%	428	435	466	473
Washington	19%	463	465	505	508
West Virginia	7%	466	468	510	507
Wisconsin	10%	475	477	532	534
Wyoming	5%	489	495	545	539

SOURCE: COLLEGE BOARD

to Their Students at Low Cost

the long-distance service over WATS lines, says Jeffrey C. Kuhns, director of voice services at Penn State.

Students pay for more than just the cost of their phone calls, however. Handling billing and collections "requires a major administrative setup that did not previously exist," and students must pay their share of that, Mr. Kuhns says.

Collecting Fees

Texas A&I University is another institution that is concerned about billing and collections in offering a phone service for students. "Our intention is to offer the service at some point in the future—assuming A.T.&T. can model us a system we can make money off of," says Lawrence F. Borchelt, director of computing and information services. "Our problem is not the capacity of the system, but the administrative problem of collecting fees."

The university would need $30,000 a year in addition to actual telephone costs to cover the administrative expenses, he says.

Some state public-utility commissions are considering requiring universities to register as long-distance providers and to file their tariff schedules, notes Susan F. Frahkin, director of special programs at the National Association of State Universities and Land-Grant Colleges. The threat of such actions may be keeping some institutions from considering the service, she says.

Students are often motivated to use a university's service by the ease of phoning on a WATS system, according to Mr. Borchelt. At Texas A&I, students now must pay a $100 deposit merely to get an account with the local long-distance calling service. To make calls on it, they must dial a local number, an identification code, and then the number they are calling. If Texas A&I had a campus system, students would not have to pay a deposit and could make long-distance calls by dialing just the area code and number, Mr. Borchelt says.

Penn State's Mr. Kuhns looked into alternatives to the service offered by A.T.&T. Communications, but he found that with other companies "there are sometimes different rates on the lines they own and the lines they lease from A.T.&T., and it may not be cheaper than using A.T.&T. directly."

Minority Students in College Studies Found on the Rise

By GAYNELLE EVANS

CHICAGO

A larger proportion of the minority students who took the American College Test in the last decade reported they had enrolled in college-preparatory programs than did those in the decade before, a spokesman for the testing organization said last week.

"There is a correlation" between increased enrollment in college-preparatory courses and "the increased educational standards" that were required by many institutions beginning in the mid-1970s, said Samuel D. Cargile, the A.C.T.'s director of services for the educationally disadvantaged.

Credit for the increase also belongs to such programs as Upward Bound and Talent Search, both part of a family of five federal programs for disadvantaged students known as "Trio," Mr. Cargile told participants in a workshop at the National Council of Educational Opportunity Associations' annual conference, which was held here last week. The association acts as a lobby for the federally financed programs.

40 Pct. Are Black

More than 40 per cent of the approximately 470,000 students in the programs are black, 17 per cent are Hispanic, 35 per cent are white, 4 per cent are American Indian, and 3 per cent are Asian-American. Mr. Cargile estimated that a "substantial" number of Trio students had participated in the A.C.T. survey.

Between 1973-74 and 1983-84, the number of A.C.T.-tested black students participating in college-preparatory programs rose 6 per cent; Mexican-American and Chicano students, 9 per cent; Cuban-American students, 13 per cent; and Asian-Americans, 19 per cent, Mr. Cargile said.

The number of years of English, mathematics, and natural-science courses taken by the minority students in the A.C.T. survey also increased, although at various levels. Most of the students who enrolled in the college-preparatory programs had previously been enrolled in general-education curricula, Mr. Cargile said.

Mathematics Scores Fell

While many of the trends noted by Mr. Cargile were similar for all of the minority groups surveyed, several major differences among the groups' A.C.T. scores came to light in the survey. For example, despite the increase in the number of years of mathematics taken by black students, their average A.C.T. scores on the mathematics section of the test fell by 1.10 points in the past decade.

At the same time, mathematics scores increased by 2.14 points for Asian-American and Pacific Islands students, whose participation rates in mathematics courses also increased.

Given the number of students surveyed, Mr. Cargile described as "significant" any change of .20 point or more on the A.C.T., which is graded on a scale that runs from 1 to 36.

The data were based on a 10-per-cent random sample of students who took the standardized test. Minority students from the Midwestern, Plains, Rocky Mountain, and Southern states were likely to be over-represented in the survey, he said.

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News Summary

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Attempts to reform undergraduate education could be impeded by several obstacles, a conference indicates. Story on Page 24.

A gift of $40-million to the University of Illinois at Urbana-Champaign is one of the largest made by an individual to a public university. Story on Page 29.

The nomination of Edward A. Curran to head the National Endowment for the Humanities may be in jeopardy. Story on Page 15.

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A tax plan drafted by Congressional staff members contains provisions that could cause problems for colleges. Story on Page 19.

Slavery in the border states was far different from that on the plantations of the Deep South, a historian has found. Story on Page 7.

Georgia Southwestern College will give back pay to six present and former female faculty members. Story on Page 25.

South African students attending college in the United States are taking part in anti-apartheid demonstrations here, in spite of the risks. Story on Page 31.

The presidents' commission of the N.C.A.A. has proposed a modification of new academic standards for freshman athletes. Story on Page 35.

British universities need to persuade voters of their worth, the institutions' vice-chancellors have been advised. Story on Page 37.

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U.S. May Use Visas to Limit Access to Supercomputers; Reagan Bars Undue Restrictions on Research Results

Supercomputers

By JUDITH AXLER TURNER

WASHINGTON

The government is considering a policy that would bar visiting Soviet-bloc researchers from using supercomputers at universities in this country by placing restrictions on their visas.

The policy, which some American scholars fear could infringe on academic freedom, is awaiting approval by the State Department. In its final form, it is expected either to bar scientists and students from the Soviet Union and its allies from visiting or attending universities that have supercomputers, or, if they are allowed on the institutions' campuses, to prohibit them from using the machines.

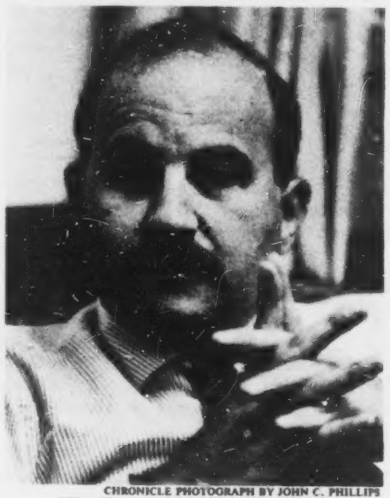
Security of Codes Is a Concern

Government officials are worried that scientists from the Soviet Union or its allies might use the machines' computational power to break codes or work on defense-related research.

At the very least, they say, the Soviets would learn what works and what does not work on a supercomputer, giving them an advantage when they finally develop their own machines.

The move to restrict scientists and students is based on the belief that many of

Continued on Page 14, Column 1



CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

The Pentagon's Stephen D. Bryen: "The universities are impressive targets for our adversaries."

Research Results

By ELLEN K. COUGHLIN

WASHINGTON

The government will not restrain the publication of the results of federally financed, unclassified "fundamental research" performed at colleges, universities, and laboratories, President Reagan has told his Cabinet secretaries and heads of federal agencies.

"It is the policy of this Administration that, to the maximum extent possible, the products of fundamental research remain unres[illegible]ted," the President said in his dire[illegible].

When a federal agency deems that certain research should be protected for reasons of national security, the directive said, the agency should take steps to classify the work before the research grant or contract is awarded.

"No restrictions may be placed upon the conduct or reporting of federally funded fundamental research that has not received national security classification, except as provided in applicable U.S. statutes," the directive said.

Cautious About Its Impact

In recent months, scientists had become increasingly concerned that the government's efforts to keep sensitive technological information out of Soviet hands—including attempts to restrict access to certain technical sessions at scientific conferences—were leading to undue restrictions on unclassified basic research.

University and association officials had been aware for some time that a government policy on unclassified research was in the works, and they expressed relief that the Administration had finally spelled out its position on the matter. They were cautious, however, about the policy's possible impact.

"The new policy," said Robert M. Ro-

Continued on Page 13, Column 1

Proposals by Vatican Seen as a Threat to Status of Catholic Colleges in U.S.

By ZOË INGALLS

The Vatican has issued a draft of a set of proposed rules that, if adopted, would give church officials control over the world's Roman Catholic colleges and universities. The rules include a requirement that church authorities approve anyone who teaches theology in those institutions.

College officials told *The Chronicle* that many of the proposed rules were ill-suited to the independent status of Roman Catholic institutions in the United States, which constitute about 40 per cent of the total number of Catholic colleges and universities in the world.

The rules, or "norms," were proposed in a 28-page document issued by the Vatican's Congregation for Catholic Education. The document is entitled "Proposed Schema for a Pontifical Document on Catholic Universities."

The norms state that a Catholic university "touches the Church herself and hence

Continued on Page 23, Column 1

The Alcoholic Professor: Campus Is Ideal Environment for a Hidden Problem

PHOTOGRAPH FOR THE CHRONICLE BY STEVE HAINES

By LIZ McMILLEN

Bruce E. Donovan began his academic career—and his drinking—in 1955 as a student at Brown University.

His first drink came in a dormitory, where he downed a half-pint of vodka with his roommates to celebrate finishing a term paper. "It gave me an enormous release and a license to do all the things I wanted to do," he recalls.

As a graduate student studying classics, he didn't have much money. But there was always enough for "an adequate bottle of red wine. I went to football games, homecoming, all those festive events that were festive because I was drinking."

Appointed an assistant professor at Brown in 1965, Mr. Donovan settled into "the polite gentility of academic life"—sherry hours with faculty colleagues, wine and cheese receptions with graduate students, evenings at pubs with his students, parties at his and colleagues' houses.

Over the next few years, he always did his work.

"I was well received by my colleagues and students," he says, "my classes never suffered in enrollments, and I was promoted and given tenure.

"I learned how to accommodate my drinking to an academic schedule, no matter which side of the desk I sat on. I don't believe I was regarded as a spectacular

Continued on Page 26, Column 1

Walter Davis: "I compartmentalized my drinking. I was teaching classes during the day; at night, I was down in the weird section of town getting beat up in bars."

FACT-FILE

Degrees Conferred by U.S. Colleges and Universities, 1982-83

Public institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	13,596	6,472	20,068	2,971	1,048	4,019	991	145	1,136
Architecture, environmental design	4,839	2,528	7,367	1,564	730	2,294	40	10	50
Area, ethnic studies	541	841	1,382	238	225	463	41	27	68
Business, management	84,536	61,795	146,331	19,133	8,189	27,322	488	98	586
Communications	11,198	15,737	26,935	942	1,183	2,125	92	58	150
Communications technologies	460	423	883	9	13	22	2	3	5
Computer, information sciences	11,228	6,396	17,624	1,925	794	2,719	166	27	193
Education	18,837	56,643	75,480	17,774	45,723	63,497	2,793	2,707	5,500
Engineering	46,762	6,833	53,595	10,612	1,024	11,636	1,781	71	1,852
Engineering technologies	11,904	1,116	13,020	437	47	484	9	0	9
Foreign languages	1,425	4,141	5,566	377	795	1,172	122	166	288
Health sciences	6,604	34,184	40,788	2,459	8,312	10,771	510	349	859
Home economics	735	13,645	14,380	168	1,829	1,997	77	159	236
Law	323	365	688	254	76	330	5	0	5
Letters	6,687	12,849	19,536	1,539	2,864	4,403	385	413	798
Liberal/general studies	6,378	6,798	13,176	137	232	369	6	5	11
Library, archival sciences	22	197	219	489	2,425	2,914	14	21	35
Life sciences	13,051	11,036	24,087	2,537	1,855	4,392	1,708	744	2,452
Mathematics	4,261	3,256	7,517	1,377	777	2,154	366	73	439
Military sciences	145	15	160	109	1	110	0	0	0
Multi/interdisciplinary studies	6,272	5,582	11,854	720	797	1,517	128	74	202
Parks, recreation	1,657	2,907	4,564	219	267	486	22	10	32
Philosophy, religion	1,155	617	1,772	261	79	340	99	30	129
Physical sciences	11,211	3,775	14,986	3,083	828	3,911	1,913	288	2,201
Protective services	5,715	3,998	9,713	454	216	670	22	8	30
Psychology	8,254	16,879	25,133	1,715	2,425	4,140	892	704	1,596
Public affairs	2,594	7,591	10,185	3,532	6,109	9,641	62	87	149
Social sciences	31,304	24,615	55,919	4,354	2,652	7,006	1,222	530	1,752
Theology	45	7	52	0	0	0	0	0	0
Visual, performing arts	8,650	14,687	23,337	2,431	2,911	5,342	249	174	423
All fields	320,389	325,928	646,317	81,820	94,426	176,246	14,205	6,981	21,186

Private institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	489	352	841	158	77	235	13	0	13
Architecture, environmental design	1,564	892	2,456	660	403	1,063	34	13	47
Area, ethnic studies	559	1,030	1,589	173	190	363	49	36	85
Business, management	47,181	33,380	80,561	27,324	10,673	37,997	185	38	223
Communications	4,120	5,899	10,019	669	708	1,377	28	27	55
Communications technologies	407	358	765	41	39	80	4	0	4
Computer, information sciences	4,375	2,507	6,882	1,888	714	2,602	62	7	69
Education	4,833	17,678	22,511	5,458	15,898	21,356	971	1,080	2,051
Engineering	15,885	2,768	18,653	6,472	722	7,194	916	54	970
Engineering technologies	3,765	237	4,002	32	4	36	0	0	0
Foreign languages	1,060	3,059	4,119	227	360	587	88	112	200
Health sciences	3,600	20,226	23,826	1,773	4,524	6,297	139	157	296
Home economics	219	2,106	2,325	54	355	409	7	12	19
Law	134	277	411	1,349	412	1,761	50	17	67
Letters	4,509	8,698	13,207	475	889	1,364	184	194	378
Liberal/general studies	2,127	3,221	5,348	209	311	520	23	21	44
Library, archival sciences	6	33	39	246	819	1,065	7	10	17
Life sciences	8,513	7,382	15,895	677	627	1,304	558	331	889
Mathematics	2,734	2,202	4,936	481	202	683	216	43	259
Military sciences	93	14	107	0	0	0	0	0	0
Multi/interdisciplinary studies	2,433	2,995	5,428	956	457	1,413	104	81	185
Parks, recreation	269	365	634	45	34	79	1	0	1
Philosophy, religion	3,186	1,525	4,711	406	345	751	207	68	275
Physical sciences	5,805	2,614	8,419	1,074	305	1,379	898	170	1,068
Protective services	1,895	971	2,866	497	133	630	8	0	8
Psychology	4,851	10,380	15,231	1,523	2,715	4,238	729	783	1,512
Public affairs	2,316	3,788	6,104	2,580	4,024	6,604	122	76	198
Social sciences	21,404	17,765	39,169	2,562	1,544	4,106	820	359	1,179
Theology	4,366	1,635	6,001	3,288	1,494	4,782	1,119	89	1,208
Visual, performing arts	6,049	10,083	16,132	1,580	1,820	3,400	155	114	269
All fields	158,747	164,440	323,187	62,877	50,798	113,675	7,697	3,892	11,589

All institutions

	Bachelor's degrees					Master's degrees				
	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change
Agriculture, natural resources	14,085	6,824	20,909	- 8%	+42%	3,129	1,125	4,254	+ 6%	+52%
Architecture, environmental design	6,403	3,420	9,823	+ 6%	+41%	2,224	1,133	3,357	+ 8%	+46%
Area, ethnic studies	1,100	1,871	2,971	- 9%	-15%	411	415	826	-16%	-22%
Business, management	131,717	95,175	226,892	+42%	+80%	46,457	18,862	65,319	+35%	+111%
Communications	15,318	21,636	36,954	+55%	+165%	1,611	1,891	3,502	+14%	+52%
Communications technologies	867	781	1,648	+ 8%	+360%	50	52	102	-53%	+ 4%
Computer, information sciences	15,603	8,903	24,506	+240%	+469%	3,813	1,508	5,321	+75%	+152%
Education	23,670	74,321	97,991	-28%	-50%	23,232	61,621	84,853	-29%	-20%
Engineering	62,647	9,601	72,248	+54%	+56%	17,084	1,746	18,830	+17%	+14%
Engineering technologies	15,669	1,353	17,022	+94%	+251%	469	51	520	+44%	+326%
Foreign languages	2,485	7,200	9,685	-24%	-49%	604	1,155	1,759	-35%	-59%
Health sciences	10,204	54,410	64,614	+ 9%	+93%	4,232	12,836	17,068	+25%	+117%
Home economics	954	15,751	16,705	- 5%	+23%	222	2,184	2,406	- 8%	+43%
Law	457	642	1,099	+68%	+132%	[illegible]	488	2,091	+17%	+100%
Letters	11,196	21,547	32,743	-10%	-47%	[illegible]	3,753	5,767	-31%	-47%
Liberal/general studies	8,505	10,019	18,524	- 6%	+126%	346	543	889	-36%	-27%
Library, archival sciences	28	230	258	-63%	-78%	735	3,244	3,979	-42%	-48%
Life sciences	21,564	18,418	39,982	-22%	- 5%	3,214	2,482	5,696	-16%	- 9%
Mathematics	6,995	5,458	12,453	- 1%	-46%	1,858	979	2,837	-16%	-44%
Military sciences	238	29	267	-31%	+ 6%	109	1	110	+144%	n/a
Multi/interdisciplinary studies	8,705	8,577	17,282	+ 8%	+43%	1,676	1,254	2,930	- 5%	+119%
Parks, recreation	1,926	3,272	5,198	- 8%	+91%	264	301	565	- 2%	+45%
Philosophy, religion	4,341	2,142	6,483	-18%	-29%	667	424	1,091	-13%	-10%
Physical sciences	17,016	6,389	23,405	+ 2%	+13%	4,157	1,133	5,290	- 5%	-15%
Protective services	7,610	4,969	12,579	-16%	+187%	951	349	1,300	-32%	+280%
Psychology	13,105	27,259	40,364	- 9%	-15%	3,238	5,140	8,378	+ 3%	+44%
Public affairs	4,910	11,379	16,289	-10%	+44%	6,112	10,133	16,245	-11%	+49%
Social sciences	52,708	42,380	95,088	-16%	-39%	6,916	4,196	11,112	-24%	-36%
Theology	4,411	1,642	6,053	- 4%	+71%	3,288	1,494	4,782	+44%	+72%
Visual, performing arts	14,699	24,770	39,469	- 4%	+10%	4,011	4,731	8,742	- 3%	+21%
All fields	479,136	490,368	969,504	+ 5%	+ 5%	144,697	145,224	289,921	- 7%	+10%

	Doctor's degrees				
	Men	Women	Total	5-year change	10-year change
Agriculture, natural resources	1,004	145	1,149	+18%	+ 9%
Architecture, environmental design	74	23	97	+33%	+67%
Area, ethnic studies	90	63	153	+ 6%	- 6%
Business, management	673	136	809	- 7%	-12%
Communications	120	85	205	+15%	+48%
Communications technologies	6	3	9	-25%	n/a
Computer, information sciences	228	34	262	+34%	+34%
Education	3,764	3,787	7,551	- 1%	+ 3%
Engineering	2,697	125	2,822	+16%	-17%
Engineering technologies	9	0	9	+200%	-53%
Foreign languages	210	278	488	-25%	-51%
Health sciences	649	506	1,155	+81%	+80%
Home economics	84	171	255	+26%	+55%
Law	55	17	72	+85%	+95%
Letters	569	607	1,176	-27%	-46%
Liberal/general studies	29	26	55	0%	+588%
Library, archival sciences	21	31	52	-22%	-49%
Life sciences	2,266	1,075	3,341	- 1%	- 8%
Mathematics	582	116	698	-13%	-35%
Military sciences	0	0	0	n/a	n/a
Multi/interdisciplinary studies	232	155	387	+57%	+103%
Parks, recreation	23	10	33	+230%	+136%
Philosophy, religion	306	98	404	- 9%	-30%
Physical sciences	2,811	458	3,269	+ 4%	-18%
Protective services	30	8	38	+124%	+1167%
Psychology	1,621	1,487	3,108	+20%	+49%
Public affairs	184	163	347	-10%	+62%
Social sciences	2,042	889	2,931	-18%	-31%
Theology	1,119	89	1,208	+ 4%	+81%
Visual, performing arts	404	288	692	- 2%	+12%
All fields	21,902	10,873	32,775	+ 2%	- 6%

First-professional degrees

	Public institutions					Private institutions					All institutions				
	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change	Men	Women	Total	5-year change	10-year change
Chiropractic	0	0	0	n/a	n/a	2,308	581	2,889	+74%	n/a	2,308	581	2,889	+74%	n/a
Dentistry	2,869	569	3,438	+12%	+49%	1,762	385	2,147	+ 1%	+20%	4,631	954	5,585	+ 8%	+37%
Law	8,849	4,894	13,743	+ 5%	+14%	14,701	8,409	23,110	+ 9%	+50%	23,550	13,303	36,853	+ 7%	+34%
Medicine	7,117	2,452	9,569	+11%	+54%	4,233	1,682	5,915	+ 4%	+41%	11,350	4,134	15,484	+ 8%	+50%
Optometry	314	113	427	+26%	+48%	555	134	689	+ 2%	+43%	869	247	1,116	+10%	+44%
Osteopathic medicine	292	94	386	+76%	+2044%	771	162	933	+29%	+85%	1,063	256	1,319	+40%	+152%
Pharmacy	192	174	366	+67%	n/a	184	155	339	+ 3%	n/a	376	329	705	+29%	n/a
Podiatry, podiatric medicine	0	0	0	n/a	n/a	552	79	631	+16%	+127%	552	79	631	+16%	+127%
Theological professions	0	0	0	n/a	n/a	5,395	1,099	6,494	+ 2%	+23%	5,395	1,099	6,494	+ 2%	+23%
Veterinary medicine	1,094	734	1,828	+22%	+60%	122	110	232	+68%	+52%	1,216	844	2,060	+26%	+59%
All fields*	20,727	9,030	29,757	+10%	+35%	30,583	12,796	43,379	+10%	+53%	51,310	21,826	73,136	+10%	+45%

Note: Beginning in 1982-83, the National Center for Education Statistics revised the discipline categories and reclassified the figures for earlier years to conform to the new taxonomy.

n/a not applicable

* The 10-year change is based on 1972-73 figures that include additional fields.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Note Book

After two years of college, women who were top high-school students have significantly lower self-images than do their male counterparts, according to a recent study.

In the study, conducted at the University of Illinois, 81 high-school valedictorians were asked how their intelligence compared to their peers'. While in high school, 23 per cent of the men and 21 per cent of the women said it was "far above average."

After two years of college, however, while 22 per cent of the men ranked themselves highly, only 4 per cent of the women rated their intelligence in the highest category.

The responses had no correlation to the students' actual academic performance, according to Karen Arnold, a graduate student who assisted in running the study, which was sponsored by the University of Illinois's Bureau of Educational Research. Terry Denny, professor emeritus of education, directed the study.

"People outside of education ask why this is happening," Ms. Arnold says. "Of course, there are thousands of reasons."

The study also revealed that by their sophomore year in college, women had lowered their career aspirations more than men had.

Female students were more concerned than men about making their careers fit around their family life, Ms. Arnold says. While all of the men planned to pursue careers, only 15 of the 45 women had such plans, she says.

"Women are trying to set their goals and make plans around unpredictable contingencies," such as marriage and having children, Ms. Arnold says. "Where in education they're getting help and support for that, I don't know."

•

There are no questions about TV sitcoms, 60's rock bands, or Presidential elections, but a new trivia game may have a lot of high-school students staying up late at night, playing.

"College Pursuit," released last month by Simon and Schuster, is a board game designed to help high-school students have a little fun while they hone their test-taking skills. The game is meant to boost students' S.A.T. scores by drilling them on verbal and mathematical skills.

Modeled after the popular "Trivial Pursuit," the game includes 750 quiz cards, with questions testing English and math aptitudes. Designed by four New York high-school teachers and one retired teacher, the game may be played by one person or a group.

In addition, players may compare their game scores to the average S.A.T. scores at more than 200 colleges and universities.

"The game really helps to pinpoint players' weaknesses, so that they can work on those areas," says a spokesman for Simon and Schuster.

Students

5 South African Students on U.S. Campuses Faced Painful Decisions in Joining Protests

They say divestment, not 'constructive engagement,' essential for change in their country

By ELIZABETH GREENE

"I never got any grade higher than a D in South Africa. Here I get all A's. I ask myself, What is wrong with the system here? Is it easy? No. Here it's objective. At home the system is designed to keep you down," says Danisa Baloyi, a black graduate student from Soweto who is in the department of languages at Columbia University.

"I find apartheid to be a profound blow to my dignity. Whites tend to regard blacks as being a separate breed. They do not realize that they have emotions—that they fall in love like white people do," says Mark A. Vandeyar, a colored (mixed-race) graduate student from Johannesburg who is studying genetics at Cornell University.

"I was one of those white kids who grew up in a family that has three black servants. It's not difficult if you have half an eye to notice that you're surrounded by certain ugly hierarchies of power," says Jane Foress-Betty, a white South African graduate student who is studying linguistics at the University of California at Berkeley.

"Some of the American protesters are very genuine. Others are trying to feel out why they came to the protests. I understand why: The struggle is my life, and I need to protest in order to survive. I cannot leave the protest and visit my mother in Maine," says Zen Zile, a black student from Cape Town studying third-world literature at New College of California.

"I could only go back if South Africa is free. I would only go back now if the African National Congress needed people to fight as soldiers trying to overthrow the Botha government," says José Ribeiro DeSouza, a black junior from Pretoria who is studying biochemistry in Columbia University's School of General Studies.

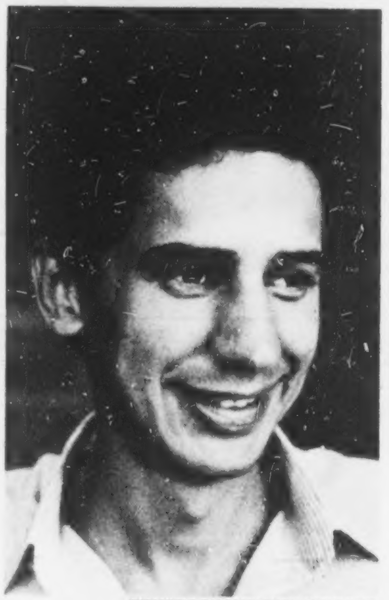
Working Against Apartheid

Those five students say they feel bound by their South African heritage and by their decisions—in some cases the result of much painful debate—to work against that heritage in the channels available to them as foreign students in the United States.

They are involved in the movement, which spread nationwide last spring, to get American colleges to shed their holdings in companies that do business in South Africa. Divestment, rather than "constructive engagement," they say, is essential for change in South Africa.

PHOTOGRAPH FOR THE CHRONICLE BY SAXON DONNELLY

Jane Foress-Betty: "It's not difficult if you have half an eye to notice that you're surrounded by certain ugly hierarchies of power."



CHRONICLE PHOTOGRAPH BY ANGUS PAUL

Mark A. Vandeyar: "There was no point in sticking around South Africa and going to medical school if I would always remain a third-rate citizen."

The five agree that as educated South Africans they must be involved in the protests here, in spite of legal risks and the threat that their activity poses to their families and their own futures at home.

They also say they have found racism in America, too—even within the anti-apartheid movement itself.

About 1,600 South Africans are enrolled in U.S. colleges and universities, according to David Smock, vice-president of the Institute of International Education. Foreign-student advisers say the majority are graduate students who have left their country to get a better education than is available in South Africa, with the hope of someday returning to help contribute to their country's development.

Reasons Differ for Blacks, Whites

For white South Africans, the decision to study in the United States is generally based on a comparison of the academic quality of the programs available to them, while for blacks there is often no other choice for study, says Michael F. Dean, chairman of the committee on students from sub-Saharan Africa of the National Association for Foreign Student Affairs and director of the Office for Foreign Students and Faculty at the University of Wisconsin at Madison.

Mr. Vandeyar, who is a colored (mixed-race) student under the South African classification system and thereby considered to be slightly "above" blacks, graduated

Continued on Following Page

Number of Foreign Students in U.S. Rises Less than 1 Pct.

By JEAN EVANGELAUF

The number of foreign students attending U.S. colleges and universities has remained relatively steady for the second year in a row, the Institute of International Education is reporting this week.

In 1984-85 the foreign-student population was 342,113—up 0.9 per cent over the previous year.

In 1983-84 enrollments rose only 0.6 per cent, following a decade of gains of 10 per cent or more.

The typical foreign student last year was male, attended a public four-year institution, studied business or a scientific or technical subject, and paid his bills with personal or family resources, according to the results of the institute's annual International Student Census.

Over all, 64 countries had more than 1,000 citizens studying in the U.S. in 1984-85, and 76 colleges and universities enrolled over 1,000 foreign students each, a summary of the survey report indicated.

Of those 76 institutions, Texas Southern University had the highest proportion of foreign students, accounting for one quarter of its total enrollment.

Texas Southern, a predominantly black

Continued on Page 34, Column 1

U.S. Enrollment of Foreign Students Rises Slightly

Continued from Page 31

institution, enrolls students from about 62 countries, a university spokesman said. More come from Nigeria than from any other country, although enrollments of those from the Republic of Korea and Caribbean countries are also high.

The university has no formal recruiting program for such students; most hear about the university from returning graduates.

Although foreign students are represented in all disciplines and at all academic levels at Texas Southern, they are a strong presence in business and science and technology programs, the spokesman said.

Nationwide, and for the second consecutive year, more students came from Taiwan than from any other country.

Enrollment of students from South and East Asia increased the most last year, jumping nearly 9 per cent to 143,680.

The numbers of students from Africa, Latin America, and the Middle East declined, while enrollment of those from Europe, North America, and Oceania increased slightly.

Of the countries with the largest numbers of students in the United States, China experienced the greatest growth, with enrollment up 24 per cent to 10,100. Following were Malaysia, with a 20-per-cent increase to 21,710, and the Republic of Korea, with a gain of 19 per cent to 16,430.

Vietnam Off 26 Pct.

Vietnam experienced the greatest decline among the top countries, with enrollment dropping 26 per cent to 3,220. The number of students from Venezuela declined 23 per cent to 10,190, while the Iranian-student population fell 18 per cent to 16,640, according to the survey report.

The survey was paid for in large part by the U.S. Information Agency.

By academic level or program, the proportions of foreign students enrolled were as follows: associate, 12 per cent; bachelor's, 46 per cent; graduate, 36 per cent; English language, 3 per cent; non-degree, 2 per cent; and practical training, 1 per cent.

Among other findings of the survey:

► Seventy per cent of the foreign students in 1984-85 were male and 30 per cent were female.

► Eighty-eight per cent attended four-year colleges and universities, while 12 per cent attended two-year colleges.

► Sixty-five per cent of the students attended public institutions, and 35 per cent attended private ones.

► Two-thirds of the students met their expenses primarily with their own money or with help from their families. Twelve per cent were supported by their home governments; 11 per cent, by the institution they were attending; 3 per cent, by private foreign sources; 2 per cent each, by employment, by the U.S. government, and by private U.S. sources; and 1 per cent, by other sources.

The full report of the survey—*Open Doors, 1984-85*—will be available in January for $29.95 prepaid from the Institute of International Education, Publications Service, Office of Communications, 809 United Nations Plaza, New York 10017.

FACT-FILE

Foreign Students in U.S. Institutions, 1984-85

Institutions with Largest Enrollments

Rank	Institution	Number of foreign students	Proportion of total enrollment
1.	Miami-Dade Community College	4,316	10.4%
2.	University of Southern California	3,761	11.7%
3.	University of Texas, Austin	3,286	5.7%
4.	University of Wisconsin, Madison	2,901	7.0%
5.	Columbia University and Teachers College, and Barnard College	2,773	11.2%
6.	Ohio State University, main campus	2,606	4.8%
7.	North Texas State University	2,570	12.0%
8.	Southern Illinois University, Carbondale	2,565	11.2%
9.	Boston University	2,462	10.9%
10.	University of Houston, University Park	2,424	7.5%
11.	University of Michigan, Ann Arbor	2,366	6.7%
12.	University of Minnesota, Minneapolis-St. Paul	2,344	5.6%
13.	George Washington University	2,221	13.9%
14.	Texas Southern University	2,154	25.0%
15.	New York University	2,115	5.7%
16.	Louisiana State University, Baton Rouge	2,109	7.1%
17.	Harvard University	2,056	11.6%
18.	Indiana University, Bloomington	2,026	6.3%
19.	University of California, Los Angeles	2,012	5.8%
20.	Iowa State University	2,008	7.6%
21.	University of California, Berkeley	1,983	6.4%
22.	University of Miami	1,980	16.9%
23.	Oklahoma State University, main campus	1,976	9.3%
24.	California State University, Los Angeles	1,968	9.5%
25.	University of Arizona	1,954	7.1%
26.	Howard University	1,940	19.1%
27.	University of Southwestern Louisiana	1,939	11.9%
28.	University of Maryland, College Park	1,926	4.2%
29.	California State University, Long Beach	1,879	5.8%
30.	Northeastern University	1,870	5.2%
31.	University of Pennsylvania	1,866	11.1%
32.	Michigan State University	1,853	4.5%
33.	State University of New York, Buffalo	1,793	6.9%
34.	University of Illinois, Urbana-Champaign	1,763	5.1%
35.	Stanford University	1,755	13.2%
36.	Massachusetts Institute of Technology	1,745	18.1%
37.	University of Florida	1,667	4.7%
38.	Pennsylvania State University, main campus	1,665	2.7%
39.	University of Kansas	1,634	6.7%
40.	Texas A&M University, main campus	1,624	4.5%
41.	Cornell University	1,602	9.7%
42.	University of Washington	1,550	4.7%
43.	University of Iowa	1,522	5.0%
44.	Southern University and A&M College, main campus	1,500	15.6%
45.	Arizona State University	1,498	3.7%
46.	Purdue University	1,497	4.7%
47.	University of Hawaii, Manoa	1,479	5.8%
48.	University of Texas, Arlington	1,433	6.1%
49.	City University of New York, City College	1,422	10.9%
50.	American University	1,415	15.5%
51.	Texas Tech University	1,404	6.0%
52.	University of Missouri, Columbia	1,394	6.3%
52.	Ohio University, main campus	1,394	8.2%
54.	University of San Francisco	1,392	22.8%
55.	University of Oregon, main campus	1,391	8.8%
56.	Brigham Young University	1,387	5.0%
57.	University of Pittsburgh, main campus	1,358	4.7%
58.	University of Texas, El Paso	1,303	8.5%
59.	University of Toledo	1,302	6.2%
60.	University of the District of Columbia	1,276	8.3%
61.	Oregon State University	1,275	8.2%
62.	University of Illinois, Chicago	1,232	6.1%
63.	University of Massachusetts, Amherst	1,226	4.7%
64.	University of Oklahoma, Norman	1,219	6.0%
65.	Indiana State University	1,187	10.2%
66.	Syracuse University, main campus	1,177	6.5%
67.	Wayne State University	1,168	4.7%
68.	Temple University	1,120	3.7%
69.	State University of New York, Stony Brook	1,119	7.6%
70.	Florida International University	1,104	6.5%
71.	California State University, Fresno	1,087	5.7%
72.	Rutgers University, New Brunswick	1,080	3.3%
73.	University of Georgia	1,067	4.3%
74.	Western Michigan University	1,066	5.3%
75.	University of Nebraska, Lincoln	1,057	4.8%
76.	Eastern Michigan University	1,013	5.0%

Distribution by Field of Study

Field of study	1983-1984		1984-1985	
	Number of foreign students	Proportion of foreign students	Number of foreign students	Proportion of foreign students
Agriculture	8,260	2.4%	7,540	2.2%
Allied health	2,820	0.8%	3,060	0.9%
Architecture & environmental design	6,500	2.0%	6,340	1.9%
Area & ethnic studies	970	0.3%	1,020	0.3%
Business & management	63,000	18.6%	64,930	19.0%
Communications	3,710	1.1%	4,060	1.2%
Communications technologies	480	0.2%	390	0.1%
Computer & information sciences	22,920	6.8%	27,520	8.0%
Education	12,360	3.6%	12,140	3.6%
Engineering	78,160	23.1%	75,370	22.0%
English language	11,390	3.4%	11,010	3.2%
Foreign languages	2,790	0.8%	2,850	0.8%
Health sciences	10,400	3.1%	10,350	3.0%
Home economics	2,020	0.6%	1,870	0.5%
Industrial arts	790	0.2%	860	0.3%
Law	1,480	0.4%	1,720	0.5%
Letters	5,880	1.7%	6,250	1.8%
Liberal & general studies	10,560	3.1%	9,440	2.8%
Library & archival sciences	570	0.2%	610	0.2%
Life sciences	9,400	2.8%	9,950	2.9%
Mathematics	7,930	2.3%	8,110	2.4%
Military sciences	—	—	130	—
Military technologies	360	0.1%	90	—
Multi/interdisciplinary studies	2,160	0.6%	2,400	0.7%
Parks & recreation	180	—	200	—
Personal & social development	1,440	0.4%	1,320	0.4%
Philosophy & religion	1,300	0.4%	1,300	0.4%
Physical sciences	15,310	4.5%	15,020	4.4%
Protective services	570	0.2%	570	0.2%
Psychology	3,340	1.0%	3,240	0.9%
Public affairs	3,040	0.9%	2,600	0.8%
Science technologies	1,090	0.3%	990	0.3%
Social sciences	16,380	4.8%	17,370	5.1%
Theology	2,640	0.8%	2,630	0.8%
Visual & performing arts	7,880	2.3%	8,700	2.5%
Vocational home economics	—	—	220	0.1%
Undeclared	20,550	6.1%	19,940	5.8%
Total	338,890	100.0%	342,110	100.0%

Where They Come From

Rank	Country or territory	Students
1.	Taiwan	22,590
2.	Malaysia	21,720
3.	Nigeria	18,370
4.	Iran	16,640
5.	Republic of Korea	16,430
6.	Canada	15,370
7.	India	14,610
8.	Japan	13,160
9.	Venezuela	10,290
10.	Hong Kong	10,130
11.	China	10,100
12.	Saudi Arabia	7,760
13.	Thailand	7,220
14.	Indonesia	7,190
15.	Lebanon	6,940
16.	Jordan	6,750
17.	United Kingdom	6,030
18.	Mexico	5,750
19.	Greece	4,870
20.	Pakistan	4,750
21.	West Germany	4,190
22.	Colombia	4,060
23.	Kuwait	3,980
24.	Singapore	3,750
25.	Philippines	3,660
26.	France	3,390
27.	Vietnam	3,220
28.	Brazil	2,790
29.	Turkey	2,640
30.	Israel	2,480
31.	Egypt	2,410
32.	Cyprus	2,200
32.	Jamaica	2,200
34.	Syria	2,180
35.	Ethiopia	2,120
36.	Peru	2,070
36.	Trinidad & Tobago	2,070
38.	Bangladesh	2,010
39.	Kenya	1,890
40.	Norway	1,800
41.	Italy	1,750
42.	Pacific Is. Trust Terr.	1,630
43.	South Africa	1,610
44.	Panama	1,570
45.	Australia	1,560
46.	Iraq	1,550
47.	Bahamas	1,520
47.	Spain	1,520
49.	Cuba	1,500
49.	Netherlands	1,500
51.	Sri Lanka	1,480
52.	Haiti	1,400
53.	Ghana	1,370
54.	Sweden	1,360
55.	Honduras	1,280
56.	United Arab Emirates	1,270
57.	El Salvador	1,250
58.	Argentina	1,240
59.	Libya	1,200
60.	Chile	1,190
61.	Nicaragua	1,150
62.	Ecuador	1,120
63.	Liberia	1,060
64.	Bolivia	1,040

Number of Foreign Students by State

1.	California	47,318
2.	New York	31,064
3.	Texas	29,429
4.	Florida	17,658
5.	Massachusetts	16,357
6.	Illinois	13,935
7.	Michigan	12,175
8.	Ohio	12,026
9.	Pennsylvania	11,586
10.	District of Columbia	9,798
11.	Louisiana	8,963
12.	Oklahoma	7,762
13.	Indiana	7,089
14.	New Jersey	6,565
15.	Maryland	6,113
16.	Washington	5,907
17.	Wisconsin	5,723
18.	Missouri	5,719
19.	North Carolina	5,617
20.	Iowa	5,527
21.	Georgia	5,356
22.	Minnesota	5,043
23.	Arizona	4,998
24.	Oregon	4,943
25.	Kansas	4,777
26.	Virginia	4,607
27.	Colorado	4,386
28.	Tennessee	4,237
29.	Alabama	4,027
30.	Utah	3,943
31.	Connecticut	3,881
32.	Hawaii	3,402
33.	Nebraska	1,986
34.	South Carolina	1,985
35.	Mississippi	1,873
36.	Kentucky	1,842
37.	Arkansas	1,789
38.	New Mexico	1,510
39.	West Virginia	1,437
40.	Rhode Island	1,363
41.	Idaho	954
42.	New Hampshire	948
43.	Montana	765
44.	South Dakota	761
45.	Delaware	732
46.	North Dakota	683
47.	Vermont	556
48.	Nevada	518
49.	Wyoming	412
50.	Maine	383
51.	Alaska	215

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News Summary

Articles on inside pages

Columbia University has decided to sell nearly all its stock in companies that do business in South Africa. Story on Page 3.

The term "eugenics" calls up images of the Nazis' genetic experiments, but the science has also been associated with social reform, says Daniel J. Kevles. Story on Page 7.

The Supreme Court has agreed to hear two more cases concerning hiring goals and quotas in affirmative-action agreements. Story on Page 17.

Higher education has become an issue in this fall's gubernatorial races in New Jersey and Virginia. Story on Page 17.

Withholding the tax refunds of people who default on student loans could lead some borrowers to stop filing returns, the I.R.S. has warned. Story on Page 17.

College leaders fear that a case now before the Supreme Court could give the courts new authority to review academic decisions. Story on Page 21.

The fire department of Franklin Pierce College is run solely by 17 student volunteers. Story on Page 33.

A preliminary statement about the transmission of AIDS was issued by the American College Health Association. Story on Page 33.

No group of big-time-sports universities has been so besieged by scandals as the Southwest Athletic Conference. Story on Page 37.

Efforts by the Philippine government to require high-school and college students to take courses on patriotism have met with stiff resistance. Story on Page 41.

ALSO IN THIS ISSUE

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NO MORE 'FUN WITH JELL-O' COURSES

States Are Urging Community Colleges to Review Programs, Justify Expenses

By SCOTT JASCHIK

EUGENE, ORE.

When the Wyoming legislature conducted a study of the state's community-college system several years ago, lawmakers discovered that the state was financing a course called "Fun with Jell-O."

Shortly thereafter, the legislature voted to end state financing of such "hobby courses," but not before both the state and the community colleges lost some of their credibility, said Alan C. Stauffer, chairman of the Wyoming House Education Committee.

The proper balance between recreational and traditional academic courses at community colleges—and who should bear the costs of each type of course—has become a major concern of education officials in many states. It was a prime topic at a recent conference here on the changing role of community colleges, sponsored by the Western Interstate Commission for Higher Education.

North Dakota State Rep. Charles Mertens said he could understand the Wyoming experience. "The horror stories are always going to come up, and they're always going to hurt us," he said.

Other topics of concern to state officials:

► Encouraging community colleges to put more emphasis on academic programs that allow students to transfer to four-year colleges or universities.

► Enhancing state supervision of community colleges without restricting the institutions' abilities to respond to local needs.

► Finding ways for community colleges to aid local economic development while training students for jobs in an entire industry, not just local businesses.

Many legislators at the meeting here opposed using state money for recreational courses, such as "Fun with Jell-O," which was offered by Laramie County Community College and taught students different ways to use Jell-O in cooking.

Bettye M. Fahrenkamp, chairman of the Alaska Senate's Health, Education, and

Continued on Page 18, Column 1

UNESCO's Future at Stake as Meeting Opens in Bulgaria

By MALCOLM G. SCULLY

The 23rd general conference of the United Nations Educational, Cultural, and Scientific Organization opened in Sofia, Bulgaria, last week, facing a series of decisions that could determine whether UNESCO will remain a viable international agency.

The United States pulled out of the troubled organization last December, and Britain has threatened to withdraw unless UNESCO adopts significant reforms in its programs and administrative procedures. Many observers believe that a British withdrawal would trigger similar moves by other Western countries and leave the agency permanently damaged.

The delegate who presided at the opening session last week—Said Tell of Jordan—urged the United States to rejoin the agency and asked Britain not to follow through on its threat to withdraw.

"I call on President Ronald Reagan and

Continued on Page 42, Column 1

New Group Is Monitoring Professors' 'Liberal Bias'

Accuracy in Academia, Inc., a newly formed organization, says students at 110 colleges are monitoring classes in its behalf to spot "inaccuracy" and "liberal bias" among faculty members. See story on Page 27.

Experts Foresee Major Increases in Private Gifts

Individual donors could give $160-billion a year by 1990

By PAUL DESRUISSEAUX

NEW ORLEANS

Leaders of philanthropic and non-profit organizations say that a significant increase in charitable giving in the United States can be achieved within the next five years.

Their optimism stems from what they see as "enormous" potential for such giving, and from the fact that many contributors have yet to be asked to donate as much as they might be able and willing to give.

"The primary reason people give is that someone asks them," said David Rockefeller, "and we are only finger painters in the art of asking."

Mr. Rockefeller made his comments last week at the annual meeting here of Independent Sector, a national coalition of some 600 organizations that promotes philanthropic and voluntary activities.

Report Sees Potential for Growth

Part of the meeting was devoted to discussions of a preliminary report from a two-year study of the potential for "measurable growth" in charitable giving and service by volunteers. The study was conducted by a panel of leaders of philanthropic and non-profit organizations and was sponsored by Independent Sector.

In its report, the group concluded that, by 1990, as much as $160-billion a year could be raised in gifts to charity from individuals, who in 1984 gave $61-billion, about $11-billion of it to education.

Grants from foundations and corporations could be increased by more than 50 per cent by 1990, according to the report, and hours contributed by volunteers could be increased by 40 per cent.

Officials involved in the study said that besides being an assessment of the poten-

Continued on Page 26, Column 1

Gigantic Particle Accelerator Will Have No Modern Rival–If It's Built

By KIM McDONALD

In California, Illinois, Texas, and at least 10 other states, university physicists are sitting down with geologists, business leaders, Congressmen, and state politicians to develop strategies for acquiring the largest, the most expensive, and quite possibly the most imaginative federal science facility that has ever been planned.

In its complexity, power, and sheer magnitude, this facility—or, more precisely, this gigantic scientific instrument—would have no modern rival.

It would cover an area 60 miles in circumference, cost as much as $6-billion over six years to build, and provide the thousands of scientists, engineers, and technicians who would be working on it at any one time with 20 times as much power as does the largest atom-smasher now in existence.

Even its name—the Superconducting Super Collider—gives some indication of the colossal nature of the subatomic particle accelerator's design and purpose.

Physicists' Highest Priority

Where previous high-energy-physics accelerators, each slightly more powerful than its predecessor, have gradually given scientists better and better glimpses of the basic constituents of matter, this one could, all at once, provide a vast amount of information about the fundamental nature of the universe and the hidden forces that control it.

So important is such a machine to advancing this frontier of science that in 1983 a panel of distinguished high-energy physicists unanimously made the Superconducting Super Collider—or S.S.C., for short—their single highest priority in a survey about the future equipment needs of their field.

Many American scientists and government leaders agreed with that assessment. They believe the United States lost its lead in high-energy physics after three major discoveries concerning subatomic particles were made two years ago at a European accelerator.

Not only would the S.S.C. help the United States regain its lead in high-energy physics, they argued, but the stimulus it would give to the development of new kinds of high-technology industries, not to

Continued on Page 10, Column 1

MARGINALIA

From the minutes of the faculty senate at California State University at Chico:

"Matzdorff: Nothing in these proposals speaks to recognizing a person in the galley. Does a person in the galley have to be recognized by a Senator?

"Chair: Technically, yes, although we have loosened up where this is concerned, especially when there are a lot of people in the galley. . . ."

Bending noisily to their oars?

▪

From a letter to alumni of St. Olaf College:

"As I wrote in the most recent issue of *Saint Olaf*, the Alumni Board is very enthusiastic about the ST. OLAF ASSOCIATES program and will be taking an active roll in it."

"I would prefer a blueberry muffin," writes the anonymous reader who forwarded the letter to us.

▪

This helpful note precedes a communication we've received from Capital Systems Group:

"If the following is of interest to you, then continue reading. If not, please discard and continue conducting your business as usual."

▪

We have it on reliable authority that this sign was posted on a suite of faculty offices at Westminster College (Mo.) for six years before someone noticed a problem with it:

LEARNING DISABILITES

▪

Item in the Wright State University *Review:*

"R———— K———— (M Education 83) was recently hired as the gifted and talented program director for the Delaware County Board of Education in Delaware, Ohio. K————, who has seven years teaching experience, was formerly a developmentally handicapped teacher in the Celina City Schools."

"How's that for self-improvement?" a correspondent asks.

▪

Missouri State Sen. Roger B. Wilson, commenting on a proposal to change the state university system (as quoted in the St. Louis *Post-Dispatch*):

" 'People went berserk,' Wilson said. 'It was like dropping grasshoppers on a hot griddle. I'd do it again if I had a bigger hammer. The prime factor would be the ability to actually get it done. Otherwise, why stick your head in a meatgrinder?' "

▪

"Paragon House is pleased to present a book of inordinate interest to the serious student of philosophy and religion . . . ," the letter began, and we thought we'd better stop reading it, right there.

—C.G.

In Brief

Harvard Sidesteps Issue of Degree for Reagan

Harvard University has decided not to grant any honorary degrees at its 350th-anniversary celebration next fall, sidestepping a controversy about whether to give a degree to President Reagan on the occasion.

Last spring, when Mr. Reagan was invited to speak at the September 5 ceremony, some faculty members and alumni expressed concern about the possibility that he might receive an honorary degree. Eleven U.S. Presidents have been given honorary Harvard degrees, although none has received one at an anniversary celebration. Harvard awarded honorary degrees, but none to Presidents, at its 250th and 300th anniversaries.

Francis Burr, chairman of the 350th celebration, said there was "no political message" in the decision by the Harvard Corporation. He said it was an attempt to keep the anniversary a "family affair."

President Reagan has not decided yet whether to accept the invitation to speak.

Texas Honors a Black Singer Barred from 1957 Opera

The Ex-Student's Association of the University of Texas at Austin presented Barbara Conrad, a black mezzo-soprano, with a distinguished-alumnus award this month, 28 years after she was barred from appearing in a campus production because of her race, according to a university spokesman.

"It's like coming full circle," Ms. Conrad said of the award. "I think this honor represents growth by U.T., but it wouldn't mean very much if it hadn't come out of my own sweat and blood and my own talent."

In a 1957 production of "Dido and Aeneas," the casting of Ms. Conrad opposite a white student baritone prompted protests by state legislators and others. Subsequently, Ms. Conrad, who has been with the Metropolitan Opera Association since 1982, was told that she could not appear in the university production.

ACLU Sues to Bar Cal. Aid for Museum at Yeshiva U.

The American Civil Liberties Union filed suit last week to block a $5-million contribution from the State of California to a planned Museum of Tolerance on the campus of Yeshiva University of Los Angeles.

The suit, filed in Los Angeles Superior Court, contends that the museum, to be built at the Simon Wiesenthal Center for Holocaust Studies at the university, would benefit a private religious institution in violation of the California Constitution's guarantee of separation of church and state.

Rabbi Marvin Hier, dean of the university, said the museum would be designed to educate the public about genocide throughout history, and would in no way violate constitutional protections. Construction of the $20-million museum is scheduled to begin next month.

Wayne State U. Fires Editor Who Barred Military Ads

A student-publications board at Wayne State University has fired the editor of the student newspaper for refusing to lift her ban on recruiting advertisements from the U.S. military.

Patricia Maceroni, the deposed editor of the *South End*, was expected to sue the board for violating her right to free speech. She said she planned to ask the U.S. District Court in Detroit to reinstate her, pending a hearing.

Ms. Maceroni barred the advertisements on September 3 to protest what she called the U.S. military's support of "terror and sabotage" in Central America. The Student Newspaper Publications Board, however, ruled that she had no authority to set advertising policy and fired her when she refused to reverse her decision.

N.Y. Panel Seeks to Curb Number of Doctors in State

A New York panel has proposed regulations that would prohibit graduates of most foreign medical schools from entering hospital residency training programs in the state.

The aim is to reduce the number of physicians in New York and deny training to those from schools with inferior curricula.

Citing an oversupply of physicians in most areas of the state, the New York State Commission on Graduate Medical Education, in a preliminary report, recommended cutting the number of residency positions by 30 per cent, to roughly match the number of graduates of the state's 13 medical schools.

The commission, whose 27 members were appointed by Gov. Mario Cuomo, said that many foreign medical-school graduates, who fill about 38 per cent of the 2,600 first-year residency positions in New York, had had inferior medical training.

Decline Found in Proportion of Blacks in Medical Schools

The proportion of black first-year students at predominantly white medical schools has decreased over the last decade, and one reason may be that institutions have reduced affirmative-action efforts, according to two researchers.

In the October 10 *New England Journal of Medicine*, Mindy Thompson Fullilove, of the University of California at San Francisco, and Steven Shea, of Columbia College of Physicians and Surgeons, said that in 1974 blacks accounted for 6.3 per cent of the first-year students at predominantly white medical schools. By 1983, they said, the proportion had fallen to 5.6 per cent, while the proportion of the schools' applicants who were black had increased from 5.6 to 7.3 per cent.

From 1974 to 1983 the acceptance rate for black applicants fell from 43 per cent to 40 per cent, they said, while the rate for white applicants increased from 35 per cent to 50 per cent.

Brooklyn Center Professors Stage 4-Day Strike

Faculty members at Long Island University's Brooklyn Center have reached an agreement with the administration over a new tenure policy and returned to work after a four-day strike.

The new three-year contract specifies that 131 of the 240 full-time faculty slots at Brooklyn Center at present be guaranteed as tenure-track positions. The proportion of tenure-track positions in the future will be determined by changes in enrollment.

Faculty members, who are represented by an affiliate of the American Federation of Teachers (A.F.L.-C.I.O.), had originally demanded that no tenure-track positions be converted to non-tenure-track jobs when they become vacant.

6-Day Faculty Strike Ends at College in Illinois

Faculty members at Triton College in Illinois went back to work last week after a six-day strike that canceled classes for about 25,000 students.

The board of trustees and the faculty union, an affiliate of the American Federation of Teachers (A.F.L.-C.I.O.) that represents about 235 full-time professors, reached agreement on a contract providing for a 13.6-per-cent salary increase over two years. At the time of the strike, the union was seeking a 22-per-cent increase over the same period, while the trustees were offering 11 per cent, a college spokesman said.

Enrollment Drops 3 Pct. in Cal. 2-Year Colleges

Enrollment in the California Community Colleges system dropped this fall for the fourth year in a row.

The colleges reported a decline of 33,000 students, or 3 per cent, from the 1984 total of 1.1 million. Enrollment in the system reached a peak of 1.4 million students in 1981.

The biggest drop this fall was reported by the Los Angeles Community College District, where enrollment fell by 9 per cent, to 93,000.

State officials have attributed the decline to a new $50-a-semester enrollment fee, reduced fees at the state's four-year colleges, and an improved job market.

14 Colorado Professors Appeal Dismissal

Fourteen faculty members whose jobs will be terminated under a reorganization plan at the University of Southern Colorado have appealed their firing, claiming that the reorganization violates university rules.

Last spring, Robert Shirley, the university's president, announced a plan to eliminate 19 academic programs and several intercollegiate athletic programs, and to reduce 15 administrative offices. Under the plan, more

Harvard, Yale Lead Colleges in Producing Executives

NEW YORK

Nearly a third of top U.S. business executives who hold college degrees are graduates of Ivy League or Big 10 universities, Standard & Poor's Corporation has reported.

The figures are based on information provided by 70,000 executives who are presidents, vice-presidents, or directors of some 40,000 companies. Of those business leaders, 79 per cent have bachelor's degrees and 36 per cent hold graduate degrees. The degrees were awarded by 545 colleges and universities.

Similar surveys were conducted by the company in 1976, 1980, and 1982. In each, Yale University topped the list of bachelor's-degree holders and Harvard University led the list of graduate-degree recipients.

"If there is one common key to entry into the executive suite in many companies, it well could be a graduate degree from Harvard University," the report of the survey said. In each survey Harvard has had more graduate-degree recipients in top management than the next three leading institutions combined.

Following are the leading institutions and the numbers of business leaders who have earned degrees from them:

Undergraduate Degrees

1. Yale U.	1,542
2. Harvard U.	1,289
3. City U. of New York	1,277
4. Princeton U.	1,113
5. New York U.	1,057
6. U. of Wisconsin	1,047
7. U. of Pennsylvania	1,039
8. U. of Michigan	1,035
9. U. of California	1,019
10. U. of Illinois	966
11. U. of Minnesota	830
12. Northwestern U.	801

Graduate Degrees

1. Harvard U.	3,867
2. New York U.	1,465
3. Columbia U.	1,285
4. U. of Pennsylvania	823
5. U. of Michigan	769
6. U. of Chicago	758
7. Northwestern U.	690
8. Stanford U.	638
9. Mass. Inst. of Technology	616
10. U. of California	552
11. Rutgers U.	546
12. U. of Wisconsin	525

"The 1985 Executive/College Survey" lists the results for 545 colleges and universities and includes summary data from the previous studies. Copies of the survey report are available for $20 from the Public Relations Department, Standard & Poor's Corporation, 25 Broadway, New York 10004.

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News Summary

Articles on inside pages

The federal government has ordered 24 universities with nuclear reactors to remove excess high-grade fuel. Story on Page 5.

Nobel Prizes in science and economics went to five Americans and a West German. Story on Page 6.

A House committee has voted to allow taxpayers who do not itemize deductions to continue deducting part of their charitable contributions. Story on Page 11.

Competition for students and private gifts is creating strains between public and private colleges, a new report says. Story on Page 11.

Education Secretary William Bennett has replaced the director of the popular Fund for the Improvement of Postsecondary Education. Story on Page 19.

Fulbright scholars say they're being overlooked as a source of information about the countries they've visited. Story on Page 21.

A coalition of college and university presidents has called for increased community service by students. Story on Page 27.

A Texas court has been asked to uphold a rule barring athletes from playing in the National Football League during a season in which they play intercollegiate football. Story on Page 33.

South Africa has withdrawn the passports of Afrikaner students who planned to travel to Zambia to meet with members of a militant black organization. Story on Page 35.

Israeli university students went on strike to protest a government-ordered tuition increase as the new academic year began last week. Story on Page 35.

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'DEEPLY TROUBLED' PROFESSION

Nearly 40 Pct. of Faculty Members Said to Consider Leaving Academe

By ROBERT L. JACOBSON

College and university faculty members are so dissatisfied with their careers that nearly 40 per cent of them say they may leave academe within five years, the Carnegie Foundation for the Advancement of Teaching has found.

Reporting on a nationwide survey of 5,000 teachers at a representative sample of two-year and four-year institutions in the spring of 1984, the foundation also provided this evidence of a profession in decline:

► Nearly one-fourth of the faculty members were considering entering another line of work.

► About 40 per cent were less enthusiastic about their careers than they had been when they began. More than 20 per cent said they would not become college teachers if they had the chance over again.

► More than half said they would seriously consider taking a different academic job if one were offered.

► Close to 30 per cent felt "trapped" in their jobs, with little opportunity for advancement. More than two-thirds were tenured, but about the same proportion said tenure was more difficult to obtain now than it was five years earlier.

► Sixty per cent said their salaries were fair or poor.

Such findings point to a profession that is "deeply troubled," the Carnegie Foundation concluded.

"A decade or two ago," said Ernest L. Boyer, the foundation's president, "faculty could go from campus to campus, pushing for visibility and professional advance-

Continued on Page 22 Column 3

State Officials, Public-College Leaders at Odds over How to Set Tuition Rates

By SCOTT JASCHIK

State-government officials and public-college leaders are increasingly at odds over how to set tuition rates.

Although a consensus is growing that rates were set haphazardly in the past, officials sharply disagree about basic principles as they strive to make the process more rational.

Two questions dominate the debate:

► Should tuition be higher?

► Who should set the rates?

On the question of how much to charge, some argue that higher rates are the only way to finance high-quality public colleges and universities without raising taxes. Others contend that higher tuition will make it harder for disadvantaged students to attend state institutions.

On the question of who should decide, many governors and legislators argue that they should be more involved, to insure that tuition policies are consistent with overall state goals and are fair to all institutions.

Some political leaders want to impose formulas for setting tuition. Many college and university leaders, however, say that statewide policies ignore the needs and peculiarities of individual institutions.

Tuition Frozen in Michigan

In Michigan, Gov. James J. Blanchard has used his control over state appropriations to persuade all the four-year state colleges and universities to freeze tuition for the past two years.

Tuition is set by the governing boards of each of the state's 15 four-year institutions. The governor appoints the members of 12 of the boards, and voters elect the boards of the University of Michigan,

Continued on Page 14, Column 1

Medical Panel Seeks New Hospital Tax for Training Doctors

By JEAN EVANGELAUF

BALTIMORE

The financing of medical education and health care must be revamped so that academic health centers can continue to train doctors, develop new treatment methods, and care for the poor, a panel of medical experts said last week.

The Task Force on Academic Health Centers also called for more controls over an unregulated medical-education system that it said was producing too many specialists and giving doctors too little training in the kind of medicine that most of them will practice.

The group recommended a national tax on hospital admissions to cover the costs of training physicians and providing charity care. It urged a limit on the types and number of doctors whose training would be paid for by the new fee.

The panel said that academic health cen-

Continued on Page 20, Column 1

Deficit Proposal Could Slash U.S. College Aid

Entire programs endangered by Senate-approved plan

By STACY E. PALMER

WASHINGTON

Federal spending on higher education could be drastically reduced under budget-balancing proposals now being considered by Congress, lawmakers and college representatives predicted last week.

Entire programs could be eliminated by some of the proposals the House and Senate are weighing, they said.

The uncertainties created by the plan could also lead banks to stop making Guaranteed Student Loans, in effect wiping out the government's largest student-aid program, experts said.

Even if no programs are eliminated, the cuts in federal funds for higher education—for student aid, institutional aid, and research—could be substantial, experts said.

Under attack is a controversial measure designed to eliminate the federal budget deficit by 1991.

The Senate has passed a bill that would require the federal budget deficit to be trimmed by $36-billion a year for the next six years. If Congress and the President failed to enact a plan that would achieve those reductions in a given year, across-the-board spending cuts would automatically take effect.

No Specific House Plan

The House has not approved a specific plan, but it has voted to negotiate with the Senate to shrink the deficit and move closer to a balanced budget.

A House-Senate conference committee, which has nearly 60 members, began work on the measure last week. It is not expected to finish before the end of the month.

While confusion abounds over what changes would be entailed if the Senate plan were signed into law, early indications are that higher-education programs would have to undergo deep cuts.

The Senate plan, which was approved by a vote of 75 to 24, was sponsored by Sen. Phil Gramm of Texas and Sen. Warren Rudman of New Hampshire, both Republicans, and Democratic Sen. Ernest F. Hollings of South Carolina.

Because of his concern about how badly

Continued on Page 16, Column 1

PHIL SCHERMEISTER, BLACK STAR

Anatomy of a Protest Against Apartheid

While they protest their campus's links with South Africa, student activists at the University of California at Berkeley are working behind the scenes to bring unity to a movement rankled by division and debate. See story on Page 28.

most college-aid programs, the reductions in actual spending on higher education would have to be huge.

The Congressional Budget Office has predicted that in fiscal 1987 it would take a 3-per-cent across-the-board reduction to cut the deficit to the amount required by law.

At first glance, that doesn't appear to be a substantial price for higher-education programs to pay. But that's where the structure of the programs takes it toll.

Most spending on college student-aid programs, except for the Guaranteed Student Loans, is financed a year or more in advance of the time the funds are actually dispensed to institutions and students. That is because the federal fiscal year does not begin until October 1, well after colleges have opened and students have had to pay tuition bills.

Because the Senate plan calls for reductions in what is actually spent in a given year, the programs that are financed ahead of time would be harmed more than others, say Congressional aides and education lobbyists.

For example, if the programs that aid disadvantaged students, known as "trio," had to be reduced by 3 per cent of their outlays—the actual money spent—in fiscal 1987, the programs' operating budget might have to be cut by 42 per cent, according to the Committee on Education Funding.

Over all, instead of slicing various federal programs by a uniform amount, say critics of the Senate plan, the effects will be erratic and some programs will be virtually eliminated.

Mr. Hawkins charged that the Senate plan would give the President the leeway to cut entire programs that he would like to eliminate. He said that all student-aid programs, such as Pell Grants and National Direct Student Loans, are counted as one "program" in the budget process. That would mean that the President could achieve the percentage reduction called for in the law by eliminating some specific programs and not cutting others at all.

The Reagan Administration proposed its fiscal 1986 budget to replace the various student-aid programs now in existence—except for Guaranteed Student Loans—with a single program of grants to the states. Some college representatives speculated that the balanced-budget plan would provide Mr. Reagan with an opportunity to do exactly that.

How the Budget Process Works–in Theory

Late January or early February: President sends his budget to Congress.

February through early March: Senate and House Budget Committees hold hearings on the budget.

March 15: Other committees make recommendations to the budget committees on spending for areas in their jurisdictions.

March through early April: Budget committees draw up plan to set overall spending totals and ceilings for 21 functions of government. Plan calls for "reconciliation," in which other committees are required to modify existing laws to cut spending or increase revenue.

April 15: Budget committees send proposed budget resolutions to the House and Senate.

April 15 to May 15: House and Senate pass separate versions of budget resolutions. Differences are ironed out in a conference committee.

May 15: Congress passes first budget resolution. No Presidential signature required.

May through September: Funds for specific departments, agencies, and programs are approved first by the House and Senate appropriations subcommittees, then by the full committee, and then by the House and Senate. Differences are ironed out in conference committees and final appropriations bills are passed and signed by the President. (By September 15, Congress is supposed to pass a second budget resolution revising spending limits and making them binding. This step has been omitted in recent years and the April resolution made binding.)

October 1: Federal fiscal year begins. For agencies whose appropriations bills have not been passed, Congress passes a "continuing resolution," which allows them to continue operating, usually at previous year's spending levels.

40 Pct. of Adults Want Further Education, but Most Say They Would Need Student Aid

PRINCETON, N.J.

Four of every 10 American adults want to obtain further education, a survey scheduled to be released this week indicates.

In a poll of adults two years ago, only 24 per cent said they wanted more schooling.

Asked what type of institution they would like to attend, the largest proportion, 26 per cent, would choose a vocational or technical school. The other popular choices were public two-year and public four-year colleges, each chosen by 21 per cent of those surveyed.

Cost is one reason for those selections. A majority of those questioned said that tuition at vocational and community colleges was "about right."

In contrast, 70 per cent said that private four-year institutions were too expensive, and 54 per cent said private two-year colleges were also too costly.

The Council for Advancement and Support of Education and the New England Board of Higher Education sponsored the nationwide survey of 1,004 adults in conjunction with National Higher Education Week.

Despite sentiment that college is too expensive—77 per cent said tuition was rising so quickly that most people would not be able to afford college and 69 per cent said they could not attend college without grants or low-interest loans—public support for increases in federal student aid has fallen, the survey found.

In the 1983 poll, 63 per cent said they favored increasing student aid, and they ranked it third in a list of 14 major programs that the federal government supports.

This year, only 53 per cent advocated more student aid, and it dropped to seventh place on the list of federal priorities. The top three priorities are medical research, medical care for the elderly, and aid to higher education.

Asked on what basis financial aid should be given to college students, 43 per cent prefer to award it on academic ability, while 41 per cent would base it on financial need. Fourteen per cent want it based equally on merit and need.

The public is satisfied with the quality of a college education, the survey results indicate, with nearly three-quarters rating it excellent or good. Forty-four per cent said the quality of a college education was improving, 37 said it was the same, and 16 per cent said it was getting worse.

Among other survey results:

► Two-thirds said that the role of sports in college is overemphasized.

► Asked how intercollegiate athletics have affected the image of higher education, 44 per cent said it harmed the image, 30 per cent said it had no effect, 22 per cent said it helped the image, and 4 per cent had no opinion.

► Thirty-seven per cent said they had made a donation to a college or university.

► On the issue of tax reform, 77 per cent favored retaining the federal tax deduction for charitable giving.

Opinion Research Corporation conducted the telephone survey between September 27 and October 7. The margin of sampling error is plus or minus 3 per cent, 95 per cent of the time.

The survey report, *American Attitudes Toward Higher Education—1985*, is available for $95, prepaid, from Opinion Research Corporation, P.O. Box 183, Princeton, N. J. 08542.

—JEAN EVANGELAUF

Public's Views on Federal Support for Colleges

	Strongly favor	Somewhat favor	Somewhat oppose	Strongly oppose
Grants to low-income students	46.4%	38.0%	8.2%	5.7%
Low-interest loans to middle-income students	40.3%	41.4%	11.5%	5.8%
Support for colleges with a large percentage of low-income students	36.9%	45.1%	9.7%	6.3%
Support for university research				
in the arts	14.7%	41.1%	29.4%	11.9%
in the humanities	18.7%	47.5%	21.0%	8.3%
in medical fields	52.3%	37.1%	5.8%	3.6%
in the physical sciences	22.5%	51.5%	16.7%	4.8%
in the social sciences	13.2%	47.8%	25.5%	9.7%

Note: 'Don't know' responses omitted

SOURCE: OPINION RESEARCH CORPORATION

Panel Votes to Keep Tax Break

Continued from Page 11

bers of the Ways and Means Committee are involved in negotiations over legislation designed to balance the federal budget.

The committee's chairman, Rep. Dan Rostenkowski, Democrat of Illinois, is leading the House delegation to the House-Senate conference committee that is dealing with the budget.

The negotiations are expected to take up much of his time until at least the end of the month, making it difficult for him to lead the effort to write a tax-reform measure before Congress adjourns for the year.

But Ms. Milliken said college leaders must continue campaigning against any action that would harm their institutions. Even if no measure is passed this year, she said, lawmakers will eventually pass a tax bill, "and they always start where they left off."

As a result, she said, when college leaders lose a fight on a tax issue they are worried about, "they start one step behind" the next time lawmakers begin drafting a bill.

College Groups Agree on Pell Grant Formula

Continued from Page 11

or 60 per cent of a student's expenses, whichever is less. Those figures now are $2,100 or 60 per cent.

► The size of the maximum award would increase by $200 per year during the years that the legislation is in effect.

Rep. William D. Ford, Democrat of Michigan and chairman of the House Subcommittee on Postsecondary Education, said he liked the compromise. He has included it in a draft plan being used to guide the subcommittee as it writes the new legislation.

Representatives of public colleges suggested earlier this year that students be allowed to receive Pell Grants that would cover 70 per cent of the cost of their education. Private-college officials had suggested instead that the size of the grants be increased to a maximum of $2,100 for tuition and another $2,100 for living expenses.

The kinds of changes initially proposed by several associations would have hiked the program's price tag substantially, however. The proposal from the National Association of Independent Colleges and Universities, for example, would have cost about $5.2-billion in fiscal 1988.

Lawmakers refused to consider those proposals. They said Congressional concern about the huge federal budget deficit would make it virtually impossible to enact legislation containing such huge cost increases.

The following associations endorsed the new Pell Grant plan: the American Association of Community and Junior Colleges, the American Council on Education, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

—STACY E. PALMER

In Federal Agencies

Continuation awards. The Department of Education has announced new application procedures for continuation awards in certain higher-education programs (*Federal Register*, October 15, Pages 41,726-8).

Data collection. The following federal agencies have submitted lists of data-collection requests to the Office of Management and Budget for review: the Department of Health and Human Services (*Federal Register*, October 11, Pages 41,594-5), the Department of Education (*Federal Register*, October 15, Pages 41,725-6), and the National Foundation on the Arts and Humanities (*Federal Register*, October 17, Pages 42,107-8).

Radioactive material. The Nuclear Regulatory Commission has extended to November 7 the period for public comment on proposed rules regarding financial responsibility in cases of accidental release of radioactive material (*Federal Register*, October 16, Page 41,904).

Radioactive material. The Department of Transportation has published amendments to regulations concerning the shipment of radioactive material. They will take effect December 1 (*Federal Register*, October 16, Pages 41,895-9).

Science. The National Science Foundation has published a statement describing the way it is organized (*Federal Register*, October 16, Pages 41,966-74).

Washington People

Warren J. Baker, president of California Polytechnic State University at San Luis Obispo, has been nominated to the National Science Board, the policy-setting arm of the National Science Foundation.

C. Everett Koop, Surgeon General of the Public Health Service, has been nominated to a second term.

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News Summary

Articles on inside pages

Political disruption in Central America has made scholars' field work there dangerous and difficult—if not impossible. Story on Page 5.

The Administration wants federal agencies to have access to confidential tax data to verify family-income information on student-aid forms. Story on Page 11.

The Senate has voted to spend $600-million less on student aid in fiscal 1986 than was spent last year. Story on Page 11.

The movement to end higher education's investments in companies doing business in South Africa has begun to take aim at faculty pension plans. Story on Page 19.

Denying tenure to a female professor because she has not earned the esteem of male colleagues does not constitute sex bias, a federal court has ruled. Story on Page 19.

Ending 10 years of litigation, the Teachers Insurance and Annuity Association has agreed to increase benefits for women who retired between March 24, 1972, and May 1, 1980. Story on Page 20.

A higher drinking age may make it more difficult for campus officials to control students' use of alcohol, experts say. Story on Page 23.

The council of the N.C.A.A. has refused to endorse modifications in proposed academic standards for freshman athletes. Story on Page 25.

Divisions deepened at two South African universities as students and faculty members responded to violence there. Story on Page 29.

A student strike has virtually emptied classrooms at Israel's six universities. Story on Page 29.

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Colleges Find Enrollments Hold Steady

Better programs, recruiting said to offset smaller pool

Colleges and universities are reporting relatively small changes in enrollment this fall—welcome news to those who feared that the drop in the numbers of high-school graduates would lead to empty college classrooms.

College officials are citing improved academic programs and more aggressive recruiting of high-school students and older adults as the reasons enrollments are stable.

The National Center for Education Statistics estimates that enrollment this fall is 12,247,000, down less than 1 per cent from last year.

Nationwide, enrollment figures have topped 12 million in each of the last five years, despite a 12-per-cent drop in the number of high-school graduates since 1980-81. Last year about 2.7 million students graduated from high school.

Since 1980, the number of 18- to 24-year-olds, the traditional college-going population, has fallen 5 per cent.

Counts on Public Campuses

Nearly 8 in 10 college students attend public institutions, and the states with the largest public-college enrollments are reporting the following preliminary student counts:

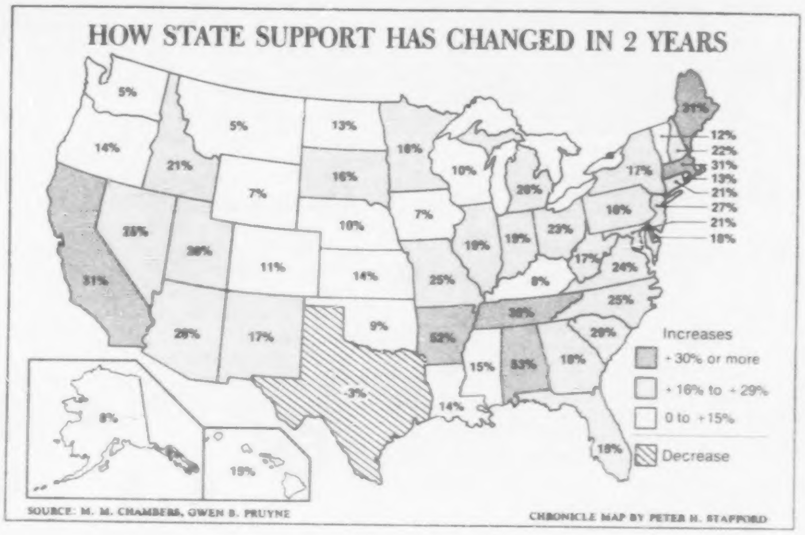
► In the University of California system, enrollment is up 2 per cent, to 108,250. At the community colleges, enrollment is down 3 per cent, to about 1,067,000. The California State University System has no estimates yet.

► In Texas, enrollments at two-year colleges and four-year institutions have fallen about 2 per cent each, to 294,000 and 363,000, respectively.

► In New York, enrollment in public institutions is down about 2 per cent from

Continued on Page 18, Column 1

HOW STATE SUPPORT HAS CHANGED IN 2 YEARS



SOURCE: M. M. CHAMBERS, GWEN B. PRUYNE

CHRONICLE MAP BY PETER H. STAFFORD

States' Spending on Colleges Rises 19 Pct. in 2 Years, Nears $31-Billion for '85-86

By JEAN EVANGELAUF

The states will spend nearly $31-billion in tax money on colleges and universities this academic year—a two-year gain of 19 per cent.

The increase, following last year's 16-per-cent jump, marks a continuing recovery in state support for higher education. Two years ago the increase was at its lowest level since 1960, 11 per cent.

The changes range from an increase of 53 per cent in Alabama to a drop of 3 per cent in Texas—the only state that did not register a gain.

The appropriations figures were compiled by M. M. Chambers, a professor of education at Illinois State University, and Edward R. Hines, director of the university's Center for Higher Education. They calculated changes in appropriations over two years to even out the wide variations in spending that may occur from year to year.

No Unbridled Euphoria

Although the gains are impressive, "unbridled euphoria is neither appropriate nor justified," Mr. Hines said. Some gains are less than they appear, he said, and some money is coming with strings attached. "State appropriations are a partial look at a complex picture," he continued.

Mr. Hines cautioned against making "simplistic regional comparisons" of state support. "It's more than a 'frost belt' versus 'sun belt' phenomenon," he said.

Shaping this year's appropriations levels were concerns about tuition, efforts to promote economic development and improve educational quality, and mandates to raise or lower taxes, he said.

Not All Is 'New Money'

Many state legislatures are examining the share of expenses that tuition covers. In Ohio, for example, tuition increases have been held down in an effort to make college accessible to more students. "The legislature has increased appropriations, but not all of that is 'new money,' because it's replacing tuition dollars," Mr. Hines said. "It's not going to new or expanded programs."

What "new money" is available in the states typically goes for specific economic-

Continued on Page 14, Column 1

Scientists from Many Countries Converge on Devastated Mexico City

By DEBRA BEACHY

MEXICO CITY

The devastating earthquake that hit here last month has turned the city into a living laboratory for natural and social scientists.

Researchers from the United States, Britain, Canada, Iceland, Italy, Peru, and Venezuela, among others, have joined Mexican colleagues in a massive effort to analyze the causes and consequences of the quake, which killed more than 5,000 people and destroyed some 700 buildings.

Their tasks have ranged from analyzing the most basic information about the quake itself to identifying procedures to minimize damage and disorder should another major tremor strike.

Many of the basic seismological data on the quake were gathered through a program operated jointly by the National Autonomous University of Mexico and the University of California at San Diego.

Krishna Singh, a seismologist at the Mexican university's Institute of Geophysics, said that digital measuring devices—more exact than seismographs—had provided researchers with some of the best earthquake records in history. The devices were installed six months ago along Mexico's Pacific Coast, where the quake was centered.

Many Disciplines Involved

The work of seismologists is only one element of a research effort that has involved engineers, lawyers, physicians, psychologists, sociologists, and scientists from many disciplines and many countries.

A month after the quake, researchers were still collecting field data, analyzing the aftershocks, and sifting through the rubble in Mexico City.

Louise Comfort, an associate professor of public and international affairs at the University of Pittsburgh, came to Mexico City soon after the disaster to develop a model for appropriate community and government responses to such events.

"The main problem I have found here is that there are too many little centers of power sprouting up like pyramids, everywhere," Ms. Comfort said.

"There is no coordination between them," she said, "and there are no effective channels of communication." But, she added, "Some of the same problems would

Continued on Page 30, Column 1

FACT-FILE

State Appropriations for Higher Education

The following data were compiled by M. M. Chambers and Edward R. Hines of Illinois State University. The full report, including additional footnotes, will be available next month from the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington 20036. The price is $3.50 a copy for nonmembers.

Annual Appropriations

	Appropriations 1985-86 (add 000)	2-year change
ALABAMA		
U of Alabama	$ 202,440	+54%
Auburn U	116,471	+61%
U of South Alabama	40,287	+54%
Jacksonville St U	18,595	+47%
Troy St U	16,852	+69%
Alabama A&M U	14,487	+44%
Alabama St U	14,392	+65%
U of North Alabama	13,976	+59%
U of Montevallo	10,382	+57%
Livingston U	6,665	+58%
Athens St C	3,324	+64%
Community colleges	66,088	+47%
Student aid	1,063	+ 8%
Other appropriations*	100,619	n/c
Total	**$ 625,641**	**+53%**
ALASKA		
U of Alaska	$ 115,619	+ 6%
Community colleges	51,880	+26%
Student aid	63,600	+ 1%
Other appropriations	4,657	n/c
Total	**$ 235,756**	**+ 8%**
ARIZONA		
U of Arizona	$ 186,428	+26%
Arizona St U	136,754	+31%
Northern Arizona U	48,109	+27%
Community colleges	57,410	+29%
Other appropriations	3,641	n/c
Total	**$ 432,342**	**+28%**
ARKANSAS		
U of Arkansas	$ 181,994	+47%
Arkansas St U	29,296	+48%
U of Central Arkansas	20,926	+57%
Southern Arkansas U	12,821	+56%
Arkansas Tech U	11,688	+56%
Henderson St U	9,302	+35%
Community colleges	22,941	+58%
Student aid	7,140	n/c
Other appropriations	3,116	n/c
Total	**$ 299,224**	**+52%**
CALIFORNIA		
U of California		
Los Angeles	$ 367,914	+44%
Berkeley	291,401	+50%
Davis	243,053	+48%
San Diego	164,735	+53%
San Francisco	130,936	+40%
Irvine	126,936	+61%
Santa Barbara	113,244	+56%
Riverside	77,609	+46%
Santa Cruz	60,339	+58%
System admin	67,894	+29%
Cal St U system	1,256,724	+32%
Hastings C of Law	11,273	+53%
Cal Maritime Academy	5,434	+21%
Community colleges	1,178,532	+11%
Student aid	110,481	+36%
Other appropriations	3,134	n/c
Total	**$ 4,209,000**	**+31%**
COLORADO		
U of Colorado	$ 148,869	+10%
St Bd of Ag (for Colorado St U, U of Southern Colo, and Ft. Lewis C)	78,558	+14%
U of Northern Colorado	22,659	+ 8%
Colorado Sch of Mines	9,244	+ 3%
State colleges (Mesa, Metropolitan, Western, and Adams St)	38,303	+ 8%
State comm colls	44,721	+12%
District comm colls	10,087	+ 1%
Occupational ed	23,302	+ 7%
Student aid	24,631	+15%
Veterans' tuition aid	369	+ 7%
Other appropriations	5,625	n/c
Total	**$ 406,368**	**+11%**
CONNECTICUT		
U of Connecticut	$ 149,740	+24%
State university system		
Southern Conn St U	22,977	+23%
Central Conn St U	22,509	+23%
Western Conn St U	10,812	+24%
CONNECTICUT—Continued		
State university system—continued		
Eastern Conn St U	8,753	0%
Central office	1,555	−19%
Regional comm colls	40,183	+20%
State tech colls	12,948	+23%
Other appropriations	60,440	n/c
Total	**$ 329,917**	**+21%**
DELAWARE		
U of Delaware	$ 54,438	+19%
Delaware St C	13,994	+22%
Tech and comm colls	20,070	+ 8%
Other appropriations	2,909	n/c
Total	**$ 91,411**	**+18%**
FLORIDA		
U of Florida	$ 270,895	+19%
U of South Florida	126,667	+27%
Florida St U	109,558	+22%
Florida International U	49,354	+28%
U of Central Florida	45,610	+18%
Florida Atlantic U	36,602	+29%
Florida A&M U	29,172	+22%
U of West Florida	23,720	+22%
U of North Florida	17,886	+21%
Aid to private insts	12,949	+15%
Community colleges	356,133	+11%
Student aid	18,557	n/c
Aid to pvt-coll students	13,323	+32%
Other appropriations	19,352	n/c
Total	**$ 1,129,778**	**+18%**
GEORGIA		
U of Georgia	$ 200,957	n/c
Med C of Georgia	89,472	n/c
Georgia St U	72,205	n/c
Georgia Inst of Tech	67,269	n/c
State colleges		
Georgia Southern	19,919	n/c
West Georgia	15,949	n/c
Valdosta	13,558	n/c
Columbus	12,397	n/c
Kennesaw	10,832	n/c
Fort Valley	9,896	n/c
Savannah	9,523	n/c
Albany	9,462	n/c
Augusta	8,945	n/c
Georgia	8,936	n/c
Southern Tech Inst	8,831	n/c
Armstrong	7,944	n/c
Georgia Southwestern	7,554	n/c
North Georgia	6,060	n/c
Aid to st comm colls	53,534	n/c
Aid to Dekalb CC	6,520	n/c
Other appropriations	24,834	n/c
Total	**$ 664,597**	**+18%**
HAWAII		
U of Hawaii	$ 186,804	+15%
Other appropriations	43,787	n/c
Less tuition and other revenue	−21,955	− 1%
Total	**$ 208,636**	**+15%**
IDAHO		
U of Idaho	$ 50,371	+23%
Boise St U	25,677	+24%
Idaho St U	21,721	+15%
Lewis-Clark St C	3,822	+25%
Community colleges	5,515	+23%
Vocational education	13,380	+16%
Student aid	267	0%
Other appropriations	1,082	n/c
Total	**$ 121,835**	**+21%**
ILLINOIS		
U of Illinois	$ 461,046	+18%
Southern Illinois U	156,815	+17%
Northern Illinois U	73,918	+18%
Illinois St U	57,979	+17%
Western Illinois U	40,178	+15%
Eastern Illinois U	31,309	+20%
Northeastern Illinois U	24,426	+17%
Chicago St U	20,901	+15%
Governors St U	15,651	+12%
Sangamon St U	14,633	+ 8%
Community colleges	191,632	+20%
Student aid	160,457	+19%
Other appropriations	65,408	n/c
Total	**$ 1,314,353**	**+19%**
INDIANA		
Indiana U	$ 238,998	+17%
Purdue U	165,938	+19%
Ball St U	67,799	+20%
Indiana St U	47,726	+14%
U of Southern Indiana	7,362	+23%
Indiana Voc-Tech C	33,976	+45%
Vincennes U	14,652	+31%
Student aid	27,802	+23%
Other appropriations	3,086	n/c
Total	**$ 607,341**	**+19%**
IOWA		
U of Iowa	$ 134,047	+ 7%
Iowa St U	121,992	+ 7%
U of Northern Iowa	38,820	+ 6%
Board of Regents	456	+ 6%
Aid to area schools	65,862	+ 4%
IOWA—Continued		
Student aid	24,083	+15%
Total	**$ 385,260**	**+ 7%**
KANSAS		
U of Kansas	$ 135,654	+ 6%
Kansas St U	83,002	+18%
Wichita St U	36,392	+20%
Pittsburg St U	16,452	+15%
Emporia St U	15,913	+ 8%
Fort Hays St U	15,550	+14%
Kansas Tech Inst	3,116	+22%
Washburn U of Topeka	4,450	+17%
Community colleges	27,695	+17%
Student aid	4,881	− 1%
Other appropriations	6,395	n/c
Total	**$ 349,500**	**+14%**
KENTUCKY		
U of Kentucky	$ 177,975	+ 9%
U of Louisville	89,521	+ 9%
Eastern Kentucky U	36,789	+ 5%
Western Kentucky U	35,858	+ 6%
Murray St U	27,554	+ 6%
Morehead St U	22,087	+ 6%
Northern Kentucky U	18,796	+ 9%
Kentucky St U	12,153	+23%
Ky Higher Ed Assistance Authority	7,579	+ 5%
Other appropriations	4,753	n/c
Total	**$ 433,065**	**+ 8%**
LOUISIANA		
Louisiana St U	$ 329,159	+18%
Southern U	45,719	+17%
Bd of Trustees system		
U of Southwestern La	36,692	+15%
Louisiana Tech U	26,738	+ 9%
Northeast Louisiana U	25,715	+ 8%
Southeastern La U	18,454	0%
Northwestern St U	17,072	+ 3%
Nicholls St U	16,833	+ 8%
McNeese St U	18,180	+11%
Grambling St U	16,507	+24%
Delgado CC	12,257	+ 4%
Aid to private colleges	574	n/c
Student aid	3,501	n/c
Other appropriations	5,256	n/c
Total	**$ 572,657**	**+14%**
MAINE		
U of Maine	$ 79,449	+32%
Maine Maritime Acad	3,586	+20%
Vocational education	15,142	+26%
Student aid	2,750	n/c
Total	**$ 100,927**	**+31%**
MARYLAND		
U of Maryland	$ 285,811	+22%
State colleges		
Towson	31,509	+20%
Morgan	23,360	+34%
Frostburg	13,529	+20%
Salisbury	11,358	+21%
U of Baltimore	11,285	+25%
Bowie	9,768	+26%
Coppin	8,993	+24%
St Mary's C of Md	5,817	+22%
Trustees	5,304	n/c
Community colleges	96,710	+21%
Aid to private colleges	14,721	+14%
Student aid	8,931	− 2%
Other appropriations	5,114	n/c
Total	**$ 532,510**	**+21%**
MASSACHUSETTS		
U of Massachusetts	$ 233,007	+23%
U of Lowell	45,581	+34%
Southeastern Mass U	28,761	+29%
State colleges		
Salem	19,603	+26%
Bridgewater	18,894	+28%
Fitchburg	15,629	+22%
Westfield	12,673	+23%
Worcester	12,659	+31%
Framingham	12,430	+23%
Mass Maritime Acad	8,567	+18%
North Adams	8,523	+21%
Mass C of Art	8,162	+51%
Community colleges	123,386	+36%
Student aid	57,775	+70%
Other appropriations	105,452	n/c
Total	**$ 711,102**	**+31%**
MICHIGAN		
U of Michigan	$ 232,020	+26%
Michigan St U	206,163	+26%
Wayne St U	141,006	+26%
Western Michigan U	64,812	+25%
Eastern Michigan U	48,916	+26%
Central Michigan U	42,225	+29%
Ferris St C	30,923	+24%
Michigan Tech U	30,433	+26%
Northern Michigan U	30,002	+25%
Oakland U	27,925	+25%
Grand Valley St C	19,074	+28%
Saginaw Valley St C	10,370	+32%
Lake Superior St C	8,070	+24%
MICHIGAN—Continued		
Community colleges	175,537	+21%
Student aid	76,735	n/c
Other appropriations	1,755	n/c
Total	**$ 1,145,966**	**+26%**
MINNESOTA		
U of Minnesota	$ 344,893	+17%
State universities	118,396	+13%
Area voc-tech insts	133,572	+16%
Community colleges	61,167	+18%
Mayo Medical Sch	1,052	−17%
Other appropriations	63,725	n/c
Total	**$ 722,805**	**+16%**
MISSISSIPPI		
U of Mississippi	$ 96,717	+16%
Mississippi St U	83,224	+17%
U of Southern Mississippi	39,849	+11%
Jackson St U	18,266	+ 2%
Delta St U	11,735	+10%
Alcorn St U	9,148	+ 2%
Miss Valley State U	7,652	0%
Miss U for Women	7,952	− 6%
Vocational education	46,706	+12%
Community colleges	60,691	+27%
Student aid	1,792	−12%
Other appropriations	15,170	n/c
Total	**$ 398,902**	**+15%**
MISSOURI		
U of Missouri	$ 241,247	n/c
Southwest Missouri St U	35,177	n/c
Central Missouri St U	25,166	n/c
Southeast Missouri St U	24,753	n/c
Northeast Missouri St U	19,450	n/c
Northwest Missouri St U	14,082	n/c
Missouri Western St C	9,734	n/c
Missouri Southern St C	9,437	n/c
Lincoln U	8,596	n/c
Harris-Stowe C	3,911	n/c
Aid to pub comm colls	50,899	+29%
Student aid	8,144	n/c
Other appropriations	3,286	n/c
Total	**$ 453,882**	**+25%**
MONTANA		
U of Montana	$ 27,846	+ 3%
Montana St U	42,927	+ 5%
Eastern Montana C	10,946	+ 6%
Northern Montana C	6,312	+11%
Western Montana C	3,262	+13%
C of Min Sci & Tech	8,339	− 1%
Community colleges	3,210	+ 3%
Student aid	4,504	+10%
Other appropriations	838	n/c
Total	**$ 108,184**	**+ 5%**
NEBRASKA		
U of Nebraska	$ 165,175	+10%
State colleges		
Kearney St C	11,196	+18%
Wayne St C	6,101	+11%
Chadron St C	5,714	+10%
Peru St C	3,287	+10%
System office	264	−45%
Aid to tech comm colls	23,141	+ 7%
Coordinating Comm	73	−42%
Total	**$ 214,951**	**+10%**
NEVADA		
U of Nevada		
Reno	$ 42,439	n/c
Las Vegas	26,788	n/c
Community colleges	17,412	n/c
Other appropriations	7,771	n/c
Total	**$ 94,410**	**+25%**
NEW HAMPSHIRE		
U of New Hampshire	$ 28,537	+19%
Plymouth St C	5,270	+18%
Keene St C	5,161	+15%
School for Lifelong Learning	532	+46%
NH Tech Inst	2,214	+17%
Voc tech insts	6,547	+34%
Other appropriations	2,004	n/c
Total	**$ 50,265**	**+22%**
NEW JERSEY		
Rutgers U	$ 195,427	+30%
U of Medicine & Dentistry of NJ	113,995	+21%
NJ Inst of Tech	28,964	+42%
State colleges		
Montclair	27,649	+31%
Paterson	25,886	+29%
Trenton	25,035	+30%
Kean	23,465	+29%
Glassboro	23,014	+31%
Jersey City	20,793	+26%
Richard Stockton	13,041	+15%
Ramapo	11,736	+25%
Thomas A Edison St C	2,279	+47%
Aid to county colleges	75,613	+30%
Aid to private colleges	16,095	+45%
Student aid	71,173	+19%
Other appropriations*	173,506	n/c
Total	**$ 847,673**	**+27%**

Note: Some totals may be inconsistent with itemized figures because of rounding.

n/c Not comparable

* Estimated

for 1985-86, and Changes over 2 Years

	Appropriations 1985-86 (add 000)	2-year change
NEW MEXICO		
U of New Mexico	$ 104,376	+17%
New Mexico St U	67,948	+15%
Eastern New Mexico U	20,519	+16%
NM Inst of Min & Tech	12,784	+13%
NM Highlands U	9,855	+20%
Western New Mexico U	6,310	+39%
Community colleges	6,630	+34%
Other appropriations	6,142	n/c
Total	$ 234,564	+17%
NEW YORK		
State U of NY centers		
Stony Brook	$ 230,766	+25%
Buffalo	153,050	+ 8%
Albany	72,311	+ 3%
Binghamton	50,304	+ 7%
St U of NY med centers		
Downstate	117,167	+14%
Upstate	92,236	+11%
State U of NY colleges		
Buffalo	36,945	+ 3%
Brockport	29,340	− 6%
Oswego	28,248	− 1%
New Paltz	25,156	+ 5%
Oneonta	23,094	− 3%
Cortland	22,286	− 2%
Plattsburgh	21,920	− 1%
Geneseo	20,478	0%
Potsdam	20,036	− 4%
Fredonia	19,869	− 4%
Purchase	17,911	+ 4%
Old Westbury	14,470	+10%
Statutory colleges		
Cornell U	86,860	+10%
Ceramics at Alfred U	5,480	+16%
Specialized colleges		
Environmental Science & Forestry	16,098	+ 8%
Empire State	12,252	+15%
Technology	9,872	+15%
Optometry	9,386	+14%
Maritime	7,886	+ 8%
Ag & tech colleges		
Farmingdale	25,834	+ 5%
Alfred	16,327	− 2%
Cobleskill	11,199	− 2%
Morrisville	11,079	+ 1%
Delhi	10,709	+ 3%
Canton	9,158	0%
University-wide programs	110,491	n/c
Aid to City U of NY	447,758	+12%
Community colleges	258,759	+32%
Private colleges	144,562	+13%
Student aid	420,183	n/c
Other appropriations*	314,134	n/c
Less student fees and other income	−378,024	+ 1%
Total	$ 2,545,546	+17%
NORTH CAROLINA		
U of North Carolina		
Chapel Hill	$ 204,840	+26%
Greensboro	39,430	+23%
Charlotte	36,101	+30%
Wilmington	20,731	+32%
Asheville	10,167	+41%
North Carolina St U	180,925	+29%
East Carolina U	86,790	+24%
Appalachian St U	38,116	+26%
NC A&T St U	25,860	+26%
Western Carolina U	25,055	+28%
NC Central U	22,151	+26%
Winston-Salem St U	11,938	+32%
Fayetteville St U	11,732	+39%
Pembroke St U	9,740	+32%
Elizabeth City St U	8,944	+29%
NC Sch of the Arts	6,462	+29%
CC's and tech insts	261,588	+18%
Other appropriations	78,223	n/c
Total	$ 1,078,822	+25%
OHIO		
Ohio St U	$ 241,744	+18%
U of Cincinnati	108,086	+18%
U of Akron	55,553	+19%
Ohio U	51,558	+30%
Kent St U	51,079	+16%
U of Toledo	46,175	+19%
Wright St U	45,879	+32%
Bowling Green St U	45,737	+18%
Cleveland St U	42,438	+16%
Miami U	39,633	+21%
Youngstown St U	32,415	+19%
Medical C of Ohio	20,008	+19%
Central St U	11,083	+14%
Northeastern Med C	10,502	+21%
Case Western Res U Med and Dental Schs	6,072	− 2%
Community colleges	68,262	+22%
Tech colleges	64,005	+25%
U branches	36,079	+19%
Other appropriations	110,976	n/c
Total	$ 1,085,255	+23%
OKLAHOMA		
U of Oklahoma	$ 119,744	+ 8%
Oklahoma St U	111,831	+ 9%
OKLAHOMA—Continued		
Central St U	23,337	+ 8%
Northeastern Okla St U	15,393	+12%
Southwestern Okla St U	12,524	+ 7%
Cameron U	10,568	+ 6%
Southeastern Okla St U	9,674	+ 7%
East Central Okla St U	9,599	+11%
Okla C of Osteo Med	6,887	+ 7%
Langston U	5,169	+12%
Northwestern Okla St U	4,329	+ 5%
Okla Panhandle St U	4,030	+ 7%
U of Science & Arts	3,879	+ 5%
Community colleges	72,088	+ 7%
Student aid	11,886	n/c
Other appropriations	4,940	n/c
Total	$ 425,877	+ 9%
OREGON		
Oregon St U	$ 74,577	+16%
U of Oregon	44,095	+13%
Oregon Health Sci U	53,167	+18%
Portland St U	29,621	+10%
Southern Oregon St C	10,609	+16%
OREGON—Continued		
Oregon Inst of Tech	9,243	+14%
Western Oregon St C	8,401	+ 3%
Eastern Oregon St C	6,226	+17%
Community colleges	57,236	+13%
Student aid	10,536	+26%
Other appropriations	8,486	n/c
Total	$ 312,194	+14%
PENNSYLVANIA		
Pennsylvania St U	$ 171,638	+15%
Temple U	104,193	+15%
U of Pittsburgh	94,656	+16%
Lincoln U	7,022	+21%
State U system	268,156	+13%
Thaddeus Stevens St Sch of Tech	3,036	+17%
Private, state-aided insts	56,802	+18%
Community colleges*	85,366	+28%
Student aid	118,015	+17%
Other appropriations*	154,766	n/c
Total	$ 1,063,638	+16%
RHODE ISLAND		
U of Rhode Island	$ 56,158	+16%
RHODE ISLAND—Continued		
Rhode Island C	24,944	+10%
CC of Rhode Island	19,808	+11%
Student aid	8,248	+14%
Other appropriations	2,457	n/c
Total	$ 110,416	+13%
SOUTH CAROLINA		
U of South Carolina	$ 137,002	+28%
Clemson U	93,439	+29%
Medical U of SC	92,759	+25%
South Carolina St C	19,125	+26%
Winthrop C	16,436	+25%
C of Charleston	17,072	+37%
Citadel Military C of SC	12,001	+22%
Francis Marion C	9,279	+41%
Lander C	6,881	+40%
Comm on Higher Ed	1,883	+ 8%
Aid to pvt-coll students	14,848	+22%
Tech and comp colls	84,425	+35%
Total	$ 505,149	+29%

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How the States Rank on 7 Scales

	1985-86 appropriations (a)		Appropriations per capita (b)		Approp. per $1,000 of personal income (c)		2-year change (d)		10-year change (e)		2-year change less inflation (f)		10-year change less inflation (g)	
	Amount	Rank	Amount	Rank	Amount	Rank	Per cent	Rank	Per cent	Rank	Per cent	Rank	Per cent	Rank
Alabama	$ 625,641,000	16	$157.87	9	$15.69	6	+53%	1	+150%	22	+41%	1	+ 24%	22
Alaska	235,756,000	36	495.29	1	26.98	1	+ 8%	45	+346%	1	0%	45	+122%	1
Arizona	432,342,000	25	142.86	16	11.96	16	+28%	8	+150%	20	+18%	8	+ 29%	26
Arkansas	299,224,000	33	127.93	27	12.99	12	+52%	2	+190%	8	+40%	2	+ 44%	8
California	4,209,000,000	1	166.20	8	11.34	18	+31%	6	+173%	13	+21%	6	+ 36%	13
Colorado	406,368,000	27	129.54	25	9.23	35	+11%	40	+120%	33	+ 2%	40	+ 10%	33
Connecticut	329,917,000	31	105.10	41	6.32	49	+21%	19	+116%	38	+11%	19	+ 7%	38
Delaware	91,411,000	47	150.59	13	10.90	25	+18%	25	+118%	35	+ 9%	25	+ 9%	35
Florida	1,129,778,000	6	103.83	43	8.07	42	+18%	24	+175%	12	+ 9%	24	+ 37%	12
Georgia	664,597,000	14	115.28	37	9.86	33	+18%	23	+158%	17	+ 9%	23	+ 29%	17
Hawaii	206,636,000	39	212.68	3	15.40	8	+15%	33	+119%	34	+ 6%	33	+ 9%	34
Idaho	121,835,000	41	122.45	31	12.08	15	+21%	20	+ 98%	45	+11%	20	− 1%	45
Illinois	1,314,353,000	4	114.58	38	8.27	39	+19%	22	+105%	42	+10%	22	+ 2%	42
Indiana	607,341,000	17	110.61	40	9.43	34	+19%	21	+108%	41	+10%	21	+ 4%	41
Iowa	385,280,000	29	132.48	22	11.25	20	+ 7%	47	+111%	39	− 1%	47	+ 5%	39
Kansas	349,500,000	30	144.84	14	10.89	26	+14%	35	+128%	28	+ 5%	35	+ 14%	28
Kentucky	433,065,000	24	117.39	33	11.28	19	+ 8%	44	+152%	19	0%	44	+ 26%	19
Louisiana	572,657,000	19	129.21	26	11.87	17	+14%	36	+184%	9	+ 5%	36	+ 42%	9
Maine	100,927,000	45	87.92	48	8.07	41	+31%	5	+123%	30	+21%	5	+ 11%	30
Maryland	532,510,000	21	123.80	29	8.47	37	+21%	18	+123%	31	+12%	18	+ 11%	31
Massachusetts	711,102,000	13	122.94	30	8.30	38	+31%	4	+240%	2	+21%	4	+ 69%	2
Michigan	1,145,986,000	5	126.44	28	10.02	32	+26%	10	+103%	43	+17%	10	+ 1%	43
Minnesota	722,805,000	12	173.75	6	13.11	11	+16%	30	+134%	25	+ 7%	30	+ 16%	25
Mississippi	388,902,000	28	154.91	11	17.49	3	+15%	32	+167%	14	+ 7%	32	+ 33%	14
Missouri	453,882,000	23	90.96	45	7.46	46	+25%	12	+112%	38	+16%	12	+ 6%	38
Montana	106,184,000	44	131.93	23	12.46	13	+ 5%	49	+142%	24	− 3%	49	+ 21%	24
Nebraska	214,951,000	38	134.93	21	10.77	27	+10%	42	+115%	37	+ 2%	42	+ 7%	37
Nevada	94,410,000	46	104.90	42	7.78	45	+25%	13	+150%	21	+16%	13	+ 25%	21
New Hampshire	50,265,000	49	51.71	50	3.90	50	+22%	17	+124%	29	+13%	17	+ 12%	29
New Jersey	847,673,000	10	113.16	39	7.31	47	+27%	9	+186%	15	+18%	9	+ 39%	15
New Mexico	234,564,000	36	166.83	7	16.06	5	+17%	27	+211%	4	+ 9%	27	+ 55%	4
New York	2,545,546,000	2	143.74	15	10.02	31	+17%	26	+103%	44	+ 9%	26	+ 1%	44
North Carolina	1,078,822,000	8	178.11	5	16.13	4	+25%	14	+193%	6	+15%	14	+ 46%	6
North Dakota	124,430,000	40	184.34	4	14.68	10	+13%	37	+155%	18	+ 5%	37	+ 27%	18
Ohio	1,085,255,000	7	101.06	44	8.17	40	+23%	16	+145%	23	+14%	16	+ 22%	23
Oklahoma	425,877,000	26	130.52	24	11.08	22	+ 9%	43	+234%	3	+ 1%	43	+ 66%	3
Oregon	312,194,000	32	116.60	34	10.05	30	+14%	34	+ 96%	47	+ 6%	34	− 2%	47
Pennsylvania	1,063,638,000	9	89.46	46	7.26	48	+16%	31	+ 69%	50	+ 7%	31	− 16%	50
Rhode Island	110,416,000	42	115.36	36	8.95	36	+13%	38	+131%	26	+ 5%	38	+ 15%	26
South Carolina	505,149,000	22	156.34	10	15.13	9	+29%	7	+130%	27	+19%	7	+ 14%	27
South Dakota	61,971,000	48	88.66	47	7.93	43	+16%	29	+ 76%	49	+ 7%	29	− 13%	49
Tennessee	547,788,000	20	116.67	35	11.15	21	+35%	3	+196%	5	+25%	3	+ 47%	5
Texas	2,204,354,000	3	138.12	18	10.97	24	− 3%	50	+166%	16	−11%	50	+ 32%	16
Utah	249,399,000	34	151.61	12	15.52	7	+26%	11	+183%	10	+16%	11	+ 41%	10
Vermont	44,618,000	50	84.18	49	7.80	44	+12%	39	+122%	32	+ 3%	39	+ 10%	32
Virginia	767,147,000	11	140.30	17	10.27	29	+24%	15	+177%	11	+15%	15	+ 38%	11
Washington	586,933,000	18	137.25	20	10.59	28	+ 5%	48	+ 90%	48	− 3%	48	− 5%	48
West Virginia	233,057,000	37	119.39	32	12.27	14	+17%	28	+110%	40	+ 8%	28	+ 5%	40
Wisconsin	655,436,000	15	137.58	19	11.02	23	+10%	41	+ 96%	46	+ 2%	41	− 2%	46
Wyoming	110,377,000	43	217.71	2	17.65	2	+ 7%	46	+191%	7	− 1%	46	+ 45%	7
Total U. S.	$30,747,229,000		$131.50		$10.22		+19%		+140%		+10%		+ 19%	

Note: Percentages shown are rounded. Rankings are based on unrounded figures.

(a) Reported by M. M. Chambers and Edward R. Hines of Illinois State University as state tax funds appropriated for operating expenses and scholarship programs for higher education. Amount of appropriations may be reduced later in some states because of shortfall in revenues. Not included are appropriations for capital outlay and money from sources other than state taxes, such as student fees. Included are appropriations for annual operating expenses even if appropriated to some other state agency for ultimate allocation to institutions of higher education. Also included are state tax funds appropriated for scholarships and for statewide governing or coordinating boards.

(b) State appropriations divided by the U. S. Census Bureau's civilian population estimates for 1984.

(c) State appropriations divided by personal income, in thousands of dollars, reported by the U. S. Commerce Department for 1984.

(d) Increase in appropriations for 1985-86 over 1983-84, as reported by M. M. Chambers and Edward R. Hines.

(e) Increase in appropriations for 1985-86 over 1975-76, as reported by M. M. Chambers and Edward R. Hines.

(f) Two-year increase in appropriations adjusted for inflation of 8.1 per cent, as indicated by the Labor Department's Consumer Price Indexes for June, 1985, and June, 1983.

(g) Ten-year increase in appropriations adjusted for inflation of 100.7 per cent, as indicated by the Labor Department's Consumer Price Indexes for June, 1985, and June, 1975.

FACT-FILE—Continued

State Appropriations for Higher Education

	Appropriations 1985-86 (add 000)	2-year change
SOUTH DAKOTA		
U of South Dakota	$ 23,748	n/c
South Dakota St U	28,816	n/c
SD Sch of Mines & Tech	7,804	n/c
Northern St C	8,342	n/c
Black Hills St C	5,053	n/c
Dakota St C	3,972	n/c
Other appropriations	5,487	n/c
Less tuition and investment income	−19,251	n/c
Total	$ 61,971	+16%
TENNESSEE		
U of Tennessee	$ 221,729	+28%
Memphis St U	48,764	+41%
East Tennessee St U	32,363	+42%
Middle Tenn St U	26,448	+30%
Tennessee Tech U	21,142	+36%
Tennessee St U	17,521	+29%
Austin Peay St U	11,232	+32%
Community colleges	56,512	+28%
State tech insts	25,078	+32%
Area voc tech schs	22,072	+35%
Other appropriations	65,927	n/c
Total	$ 547,788	+36%
TEXAS		
U of Texas	$ 785,279	− 3%
Texas A&M U	260,326	− 7%
Texas Tech U	102,289	−13%
U of Houston	105,683	−17%
Texas St U System	98,467	−15%
East Texas St U	20,078	−22%
U System of South Texas	23,363	−14%
North Texas St U	45,341	−15%
Texas St Tech Inst	37,696	− 9%
Texas Woman's U	26,236	−22%
Lamar U	26,756	−13%
Stephen Austin St U	22,635	−16%
Texas Southern U	16,297	−48%
Pan American U	18,049	−13%
Texas C of Osteo Med	19,400	− 5%
West Texas St U	12,113	−23%
TEXAS—Continued		
Midwestern St U	8,911	−20%
Baylor Med & Dental	39,784	− 7%
Community colleges	443,411	+ 3%
Other appropriations	122,201	n/c
Total	$ 2,204,354	− 3%
UTAH		
U of Utah	$ 111,383	+23%
Utah St U	57,870	+28%
Weber St C	29,913	+24%
Utah Tech C	23,527	+37%
Southern Utah St C	9,049	+24%
Snow C	5,093	+22%
Dixie C	4,941	+24%
C of Eastern Utah	4,171	+29%
Other appropriations	3,452	n/c
Total	$ 248,389	+26%
VERMONT		
U of Vermont	$ 23,800	+11%
State colleges	11,669	+12%
Student aid	9,060	+12%
Other appropriations	89	n/c
Total	$ 44,618	+12%
VIRGINIA		
Virginia Polytech Inst and St U	$ 125,414	+20%
Va Commonwealth U	124,929	+23%
U of Virginia	118,627	+24%
Old Dominion U	36,112	+21%
C of William and Mary	30,670	+16%
George Mason U	34,365	+31%
James Madison U	21,974	+16%
Norfolk St U	19,377	+23%
Radford U	15,246	+26%
Virginia St U	14,057	+26%
Longwood C	7,643	+26%
Mary Washington C	7,222	+17%
Virginia Military Inst	7,166	+23%
Christopher Newport C	6,962	+31%
Community colleges	132,838	+13%
VIRGINIA—Continued		
Other appropriations	64,544	n/c
Total	$ 767,147	+24%
WEST VIRGINIA		
West Virginia U	$ 104,585	+14%
Marshall U	28,808	+15%
Fairmont St C	8,653	+15%
W Va Inst of Tech	7,759	+16%
West Virginia St C	7,448	+14%
West Liberty St C	6,441	+11%
Shepherd C	5,796	+20%
Concord C	5,145	+12%
W Va C of Grad Studies	4,504	+13%
Glenville St C	4,378	+14%
West Virginia Sch of Osteopathic Med	4,303	+57%
Bluefield St C	4,168	+16%
Community colleges	10,138	+16%
Other appropriations*	30,931	n/c
Total	$ 233,057	+17%
WISCONSIN		
U of Wisconsin system		
Madison	$ 214,796	+11%
Milwaukee	66,8[illegible]1	+ 9%
Oshkosh	25,697	+ 4%
Eau Claire	25,231	+ 7%
Stevens Point	21,294	+ 7%
Whitewater	20,693	+ 6%
La Crosse	19,857	+ 5%
Stout	18,527	+ 9%
River Falls	14,862	+12%
Platteville	13,899	+ 8%
Parkside	13,329	+ 9%
Green Bay	12,421	+11%
Superior	8,502	+ 8%
Two-year centers	17,541	+11%
Extension	33,078	+10%
Systemwide	15,889	+12%
Med C of Wisconsin	6,314	+ 2%
Voc-tech adult ed	78,556	+13%
Higher ed aids board	28,109	+16%
Total	$ 855,436	+10%

Biennial Appropriations

	Appropriations 1985-87 (add 000)	2-year change
NORTH DAKOTA		
North Dakota St U	$ 91,112	+12%
U of North Dakota	90,076	+15%
St Sch of Science	18,504	+ 2%
Minot St C	13,016	+11%
Dickinson St C	9,368	+10%
Valley City St C	7,415	+ 9%
Mayville St C	6,389	+ 9%
Community colleges	9,497	+51%
Aid to pvt-coll students	500	+25%
Other appropriations	2,983	n/c
Total	$ 248,860	+13%
WASHINGTON		
U of Washington	$ 346,519	+ 4%
Washington St U	207,213	+ 5%
Western Washington U	59,105	+ 5%
Eastern Washington U	57,107	+ 3%
Central Washington U	48,907	+ 3%
Evergreen St C	26,621	+ 4%
Community colleges	396,461	+ 5%
Student aid	31,954	+29%
Other appropriations	3,979	n/c
Total	$ 1,177,866	+ 5%
WYOMING		
U of Wyoming	$ 150,387	+ 5%
Community colleges	65,958	+14%
Other appropriations	4,410	n/c
Total	$ 220,755	+ 7%

Note: Some totals may be inconsistent with itemized figures because of rounding.
n/c Not comparable
* Estimated

States' Spending on Colleges Rises 19 Pct. in 2 Years, Nears $31-Billion for '85-86

Continued from Page 1

development and education-reform projects, he said.

"In many states higher education is looked at as a vehicle for improving the state's economy," he said. Legislators are paying for special programs, such as ones to assist small business or speed the commercial development of technology, and expect to see results if they are to continue the support, he said.

At least 15 states have established new programs to stimulate educational improvement, Mr. Hines said, and he anticipates that more will do so this year.

"In states where reforms of elementary and secondary education are under way, we're optimistic that this year and next the states will turn their attention to higher education, and we can expect higher appropriations," he said.

Again, though, the money will stop if the programs do not live up to expectations, he added.

In 9 of the 12 states that reduced income taxes this year, the increase in appropriations is below this year's average gain, Mr. Hines said.

Data Not Absolutely Comparable

The figures cover only appropriations of tax funds for operating expenses, and they exclude capital outlays and money from student fees and federal and local governments. They include appropriations to colleges and universities, student financial-aid programs, governing or coordinating boards, and other state agencies that ultimately allocate the money to colleges.

Because of differences in state budgeting and reporting practices, the figures are not absolutely comparable, Mr. Hines said. The appropriations figures have been collected by Mr. Chambers since 1958, and he publishes them as soon as they are available in his monthly report, *Grapevine*.

Fat Years After Lean Years

• Joseph T. Sutton, executive director of the Alabama Commission on Higher Education, attributed that state's 53-per-cent gain to an improved economy and "a broad political consensus that higher education is important to the continued economic development of the state."

"We've had two fat years on top of four or five lean years," he said, noting that even with the gains, colleges and universities had not recovered the losses they suffered during the last recession.

Alabama was more affected by the recession than other Southern states because its economy is based on manufacturing, he said. Efforts to diversity the economy have paid off, however, with growth coming in high technology and medical research.

Although Arkansas reported a gain of 52 per cent, flagging tax revenues this year will mean that colleges and universities will receive smaller, though still considerable, increases, according to Tom Spencer, interim director of the Arkansas Board of Higher Education.

Last year higher education received 26 per cent more money, and legislators hoped to match that this year.

"At the time the appropriation was made, there was at least a chance that we would get the full increase," Mr. Spencer said. Now he anticipates a gain of about 10 per cent.

Higher education in Maine has received 31 per cent more since 1983 because the governor and legislature believe it is integral to the development of the state's economy, said Patrick E. McCarthy, chancellor of the University of Maine.

Campus officials are working with state panels to chart Maine's manpower needs and to set priorities for science and technology research, he said. With its higher state aid the university has been able to raise faculty and staff salaries, which had been held down because of tight budgets.

With a 31-per-cent gain in appropriations over two years, "the California taxpayers are supporting the institutions quite well," said William Pickens, director of fiscal affairs of the California Postsecondary Education Commission.

> **"In many states higher education is looked at as a vehicle for improving the state's economy."**

California's appropriation of $4.2-billion is the largest of any state's.

The increase represents a recovery from 1981-83, when faculty salaries were frozen and no obsolete equipment was replaced.

Those at private colleges are also sharing in the gains, Mr. Pickens said. "There's been a 20-per-cent increase in student financial aid this year from general funds, and most of that money goes to students at independent colleges and universities," he said. "We increased the number of awards and raised the amounts of them."

In Texas the outlook is "pretty grim, but not as bad as the figures indicate," said Kenneth H. Ashworth, commissioner of the Coordinating Board of the Texas College and University System.

Mr. Ashworth said that after the education appropriation was made, the legislature gave a 2.3-per-cent salary increase to all college employees. That money, roughly $37-million, has not yet been distributed to the campuses and is not counted in tax funds. In addition, the state gained about $105-million in increased tuition revenue, and the legislature reduced appropriations by that amount.

"If you add that all up, the campuses will have a small gain," he said.

The figures reflect Texas's troubled economy. "We're heavily dependent on oil and gas revenues, and with gas prices down, we're hurting," Mr. Ashworth said. "There's no question that very soon we'll have to look at some modifications in how we raise revenue."

Holding the Line in Washington

Washington, with its dependence on agriculture and the timber industry, has lagged behind the national economic recovery, and that accounts for its "hold-the-line" budget of the last two years, according to Norman Fischer, associate coordinator of the Washington Council for Postsecondary Education.

Appropriations increased 5 per cent over the last two years. "We've had no new initiatives, no new enrollments, and no salary increases," Mr. Fischer said, noting that with a high unemployment rate, tax revenues had dropped.

State officials are cautious about predicting gains for 1986-87. Mr. Pickens of California said he was doubtful that the current rate could be maintained.

"Because of the federal deficit and the unemployment rate," Mr. Pickens said, "there is a good deal of concern among the states about the future."

Nationwide, the appropriation per capita was $131.50. By state, it ranged from a high of $495.29 in Alaska to a low of $51.71 in New Hampshire.

When calculated per $1,000 of personal income, higher-education appropriations averaged $10.22. Alaska had the highest figure, $26.98, and New Hampshire the lowest, $3.90.

Up 140 Pct. in Decade

Over the last decade, appropriations increased 140 per cent nationwide. Adjusted for inflation, the increase was 19 per cent.

The adjusted gain from 1983-84 to 1985-86 was 10 per cent, and when inflation is taken into account, five states experienced a loss in support over the last two years, and in two the levels were unchanged.

Next year, Mr. Hines said, the Center for Higher Education will begin to collect figures on appropriations from sources other than state taxes, such as lotteries and special trust funds, and on local tax support, in an effort to give a fuller picture of aid to college and universities.

The full report, *Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1985-86*, will be available in mid-November from the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington 20036. The report is free to association members and $3.50, prepaid, to others.